

A SURVEY OF ATTITUDES TOWARD THE COURSE
NEWFOUNDLAND CULTURE 1200 AS DEMONSTRATED
BY LEVEL 1 STUDENTS IN THE WESTERN AVALON
SCHOOL DISTRICT

CENTRE FOR NEWFOUNDLAND STUDIES

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A SURVEY OF ATTITUDES TOWARD THE COURSE
NEWFOUNDLAND CULTURE 1200
AS DEMONSTRATED BY
LEVEL I STUDENTS IN THE
WESTERN AVALON SCHOOL DISTRICT

By

Clarence J. Power

A thesis submitted to the School of Graduate Studies
in partial fulfilment of the requirements for the degree of

Master of Education

Faculty of Education

Memorial University of Newfoundland

August, 1994

St. John's

Newfoundland



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ISBN 0-315-96060-4

Abstract

This study was conducted to investigate student attitude toward the Level I social studies course, Newfoundland Culture 1200. The target population consisted of 330 Level I students within the Western Avalon School District. This is a recently created school district resulting from an amalgamation of the Conception Bay North, Conception Bay Centre, and Placentia-St. Mary's Roman Catholic School Boards. Geographically its boundaries extend from Conception Bay in the north to Placentia Bay in the south and from St. Mary's Bay in the southeast to Placentia Bay in the southwest. Of the 11 schools surveyed, there were five central high schools, three all-grade schools, one regional high school, one with grades VIII to Level III, and one with grades IV to Level III.

Two instruments, a Likert-type Questionnaire and a Semantic Differential Scale, were developed and used to test the sample. The administration was done by the social studies coordinator for the Western Avalon School District so as to avoid any possible teacher bias. The three variables tested were school, school enrolment, and school type.

A one-way analysis of variance was used to test the three hypotheses. Since the analysis of variance revealed significant F ratios, the Student-

Newman-Keuls Procedure was used to determine which group means differed significantly.

The findings of both the Likert-type Scale and the Semantic Differential Scale revealed statistically significant differences between groups for all three hypotheses. The findings also indicated that the majority of responses on both scales were positive.

Acknowledgements

Thank you to my family for their support and patience throughout the writing of this thesis.

Thanks also goes to Mr. Kevin Flynn, social studies coordinator with the Western Avalon School District for administering the student questionnaires.

Finally, a special thank you to Dr. Frank Cramm for his assistance and guidance in the preparation of this thesis.

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CHAPTER ONE

THE PROBLEM

Introduction

The intrinsic value and educational import of heritage and culture in the curriculum cannot be overemphasized. The Master Guide for Social Studies in Newfoundland and Labrador states that the social studies program "should reflect Newfoundland and Canadian content so that children may learn of the heritage which is theirs" (Master Guide, p.104).

The Master Guide comments further as to the status of cultural education in relation to Newfoundland and Labrador specifically.

The same basic need and lively interest must be brought to the study of our province. Man's comprehension of the present and his skill in planning for the future depend upon his understanding of the events of the past. ... Man needs to have his past story told, a story that is ongoing, expanded upon by the events of his present and leading into the vision of his future (p.105).

This has not always been done well and history has been, for some students, mainly the learning of unrelated facts and meaningless material Hodgetts, 1968; Morrissett, 1984; Smith, 1990; Dunn, 1991.

Hodgetts, 1968, in his study, "What Culture, What Heritage", commented:

What they do manage to remember has neither pragmatic nor aesthetic value; it has not enriched their minds. They have not found much in the Canadian past with which to identify, very little that is interesting or meaningful to them, and practically no source of inspiration in their cultural heritage. They are future citizens without deep roots, lacking in historical perspective and only dimly aware of Canadian traditions that by no means have outlived their usefulness" (pp.84-85).

In their introduction to the teacher's guide for Our Newfoundland and Labrador Cultural Heritage the authors emphasize how important knowledge of one's culture is for personal and social identity.

One of the conclusions of the Department of Education's study of the social studies needs of today's students was that our curriculum should include a course that emphasized our

cultural heritage. Once "relatively static", our way of life is currently in flux. Technological advances, in particular, have a strong impact on our society. A related phenomenon is the osmosis-like influence of other cultures upon ours as a result of modern communications systems and the interchange of ideas through commerce and travel. As complex forces - economic, social, political, and philosophical - interact, the effects of change, usually problematic as well as beneficial, are felt.

The decision to introduce a specific course of study of Newfoundland culture is undoubtedly linked to ambivalent feelings about the quickening pace of social change in this province. Of major concern are the potential effects of oil-related wealth, and, more specifically, the prospect of being drawn into the mainstream of North American life. The object of Cultural Heritage 1200 is not to promote parochialism, but through a better understanding of ourselves and our roots, to promote the preservation of worthwhile values, practices, and ideals that will bolster us in times of social instability. Kearley et al. (p.3).

The teacher's guide for Newfoundland Culture 1200 specifically indicates how the course could achieve this end.

Not only do the social studies have intrinsic worth, but instrumental value also; they help students develop understandings, values, attitudes, and skills necessary for finding meaning in life and contributing to a better world... Newfoundland culture studies have an important place in the program because of their relevance to program goals (p.6).

In adherence to the aims of public education for our province students attain "knowledge and appreciation of their culture, its nature, and the forces that have shaped it". The course helps students "understand, appreciate, and benefit from what is good and valuable in history, literature, science and the arts" and "appreciate their privileges and responsibilities as members of their families and the wider community" (p.6).

Understanding of "complex interrelationships between the fishery and Newfoundland culture", values such as "an acceptance of the privileges and responsibilities of citizenship in Canada", skills such as "an ability to formulate rational opinions and generalizations" are all examples of possible outcomes of the course (p.12).

Research has shown however that the success of any school subject is hinged to some degree on the attitude of the student. Positive attitudes expedite the process, negative attitudes hinder it. Greenblatt, 1962; Herman, 1963; Haladyna, 1979; Fraser, 1981; Fouts, 1987; McCarthy, 1992.

Statement of the Problem

During the past thirty years various researchers have found that high school students react negatively to the social studies. Students deem it uninteresting and unimportant. When compared to mathematics, English or science, social studies ranked last or next to last. Curry and Hughes (1985) found that students ranked social studies fourth in order of preference behind physical education, English, and science. Students, in a study by Fernandez (1976), believed that social studies would not be as useful for their careers as math or English. Fraser (1980) found that attitudes deteriorated with increase in grade level.

As a teacher of the course Newfoundland Culture 1200, the author observed that many students regarded the course negatively. Other teachers who were teaching or who had taught the course made the same observation. No previous study had been done as to student attitude toward this course.

Several questions needed answers. Was this a problem of a particular school or was it a problem throughout the school district? Was it limited to a particular type or size of school?

Purpose of the Study

Based on the author's own concerns and those of other educators, the author felt that an attitudinal study should be conducted to determine how students in various educational settings perceived the cultural heritage course.

In the study the author would attempt to answer several questions. Did the students in any particular school in the Western Avalon School District react negatively or positively toward the social studies course Newfoundland Culture 1200? Was size of school a factor in student attitude toward the course? How important was the type of school in determining student attitude?

Hypotheses

The following hypotheses were tested: (1) School is not a significant factor in determining student attitude toward the Level I social studies course Newfoundland Culture 1200 (2) School enrolment is not a significant factor

in determining student attitude toward the Level I social studies course Newfoundland Culture 1200 (3) School type is not a significant factor in determining student attitude toward the Level I social studies course Newfoundland Culture 1200.

Scope and Limitations of the Study

Firstly, because this investigation is to be administered in a relatively small geographic area and, secondly, because its main focus is a particular social studies course, care must be taken in making generalizations relative to other school districts or other social studies courses.

Methodology

This survey was conducted among Level I students within the Western Avalon School District. The sample is of all Newfoundland Culture 1200 students within that district.

Two instruments were used:

- (1) Likert-type scale. This was constructed by composing twenty-five positive and negative statements relevant to the Level I social studies course, Newfoundland Culture 1200 eg "Learning how our ancestors lived is useful".

Students indicated how they felt about each statement by checking one of five possible responses viz. strongly agree, agree, undecided, disagree, and strongly disagree.

(2) Semantic Differential Scale. This attitude scale was constructed by selecting antonymous adjective pairs which were suitable for rating the social studies course, Newfoundland Culture 1200 and which were well defined for the sample surveyed. A scale was constructed using two sources, related semantic differential studies and a thesaurus. Students rated each adjective pair on a seven point scale by placing a mark on a line as illustrated below:

pleasant | | | | | | | | unpleasant

Each student's total attitude is generated by adding the score obtained for each of the adjective pairs.

The survey was carried out in February, 1993. This time frame allowed the students time to become well established in the course and to have formulated definite opinions.

Definition of Terms

All-Grade School: A school with grades from Kindergarten to Level III.

Attitude: An evaluative or pleasurable tendency, based on experience, to

react positively or negatively toward an object, concept, or situation. Johnson et al. (p.22).

Central High School: A school with grades from Grade VII to Level III.

Newfoundland Culture 1200¹: A Level I course in the Newfoundland school curriculum offering an "in depth study of the Newfoundland culture and way of life now and in the past with an eye to the future" Master Guide (p.44).

Regional High School: A school with grades from Level I to Level III. In some instances a regional high school may include Grade IX.

Summary and Conclusion

Cultural education is important to the school curriculum. A knowledge of one's culture is necessary for personal and social identity. Ours is a time of social instability and we need to promote and preserve the worthwhile values, practices, and ideals of our cultural heritage.

Researchers have found that students display a negative attitude toward social studies generally. Teachers of Newfoundland Culture 1200 have observed similar attitudes expressed toward that course. The author felt that

¹This course is sometimes referred to in Department of Education publications as Cultural Heritage 1200.

a study was needed to determine if this negativism was authentic and widespread. A survey was conducted in the Western Avalon School District using two measuring instruments, a Likert-type scale and a Semantic Differential scale.

In this chapter the author has endeavoured to show the importance of cultural education. Research has shown that students react negatively toward social studies and hold it in less regard than other disciplines. Furthermore, the author and other teachers of the social studies course Newfoundland Culture 1200 have observed that students react negatively toward that course.

In the next chapter the author will consider four aspects of the topic of this study. Several definitions of attitude will be considered. Two types of attitude studies will be reviewed. The first are status studies which determine the positivity or negativity of student attitude. The second are causal studies which consider the causes or factors in the formation of a particular attitude. Finally, the author will consider culture and its place in the curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter will focus on literature relevant to student attitude toward social studies generally and cultural studies particularly. Whereas much research had been done in attitude toward social studies, very little attention has been focused on attitude toward cultural studies. This chapter will explore the following:

- (1) Various definitions of attitude;
- (2) Status studies of attitude toward social studies at the elementary and high school levels;
- (3) Causal studies of attitude toward social studies at the elementary and high school levels;
- (4) Culture and its status in the social studies curriculum.

Various Definitions of Attitude

The term attitude lends itself to many definitions and interpretations. In his review of "various definitions and characterizations" of attitude, Allport

(1935) found contemporary definitions "helpful but none alone is completely satisfactory" (p.810).

The chief weakness of most of them seems to be their failure to distinguish between attitudes which are often very general and habits, which are always limited in their scope (p.810).

He presents his own definition:

An attitude is a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects and situations with which it is related (p.811).

Doob (1947) found it necessary not only to define attitude as "an implicit drive producing response considered socially significant in the individual's society", but to break it down "into the phrases and clauses requiring further definition, elaboration and discussion" (p.135). He concluded that:

An attitude is an implicit response which is ... anticipatory ... in reference to patterns of overt responses ... which is evoked by a variety of stimulus patterns as a result of previous learning or of gradients of generalization and discrimination, which is

itself cue and drive-producing, and which is considered socially significant in the individual's society (p.140).

Mager (1968) defined attitude as "a general tendency to act in a certain way under certain conditions". He described an attitude as a predisposition to approach or avoid a given object, event, or idea. A positive attitude is reflected by the student's tendency to initiate contact with the attitudinal object while a negative attitude is demonstrated by the tendency to avoid contact where possible (p.14).

Wagner (1969) offered a more precise description of attitudes. He stated that attitudes are composed of cognitive, affective, and behavioral components which correspond to what we believe about, how we feel about, and how we act toward the object of the attitude (p.110).

Kannampadam (1978) defined attitude as ... "behavioral and responsive dispositions of students with respect to the grade ten social studies course, Canadian Society: Issues and Concerns". These included the mores, values, and beliefs of students as they are indicated on an attitude questionnaire (p.7).

Blahut et al. (1984) defined two attitudes. Attitude I was defined as being "evaluative", i.e. how important, useful, valuable and worthwhile the

learners viewed the content as being. Attitude II was defined as being "pleasurable", i.e. how exciting, pleasant, interesting, enjoyable, and how much fun the learner viewed the content as being (p.154).

Mueller (1986) discussed the difficulty of defining psychological constructs such as attitude.

Attitude exemplifies this dilemma. The word 'attitude' is used with many different definitions, or with no clear definition at all, in everyday language. Even social scientists are not in complete agreement regarding a definition (p.3).

He adapted the definition of Louis Thurstone, the social psychologist, and he restated it thus:

Attitude is affect for or against, evaluation of, like or dislike of, or positiveness or negativeness toward a psychological object (p.3).

Eiser (1987) defined attitude in relation to a person's expressive behaviour.

Just as words have meaning, people have attitudes and the concept of attitude is no less important for understanding

human behaviour than is the concept of meaning for understanding language (p.19).

All these definitions have some common elements necessary for a comprehensive definition of attitude. Terms such as 'experience', 'positive', 'negative', 'evaluative', and 'pleasurable' are essential components of such a definition. Students who interact with each other in pleasant surroundings and pleasurable activities are more likely to develop positive attitudes toward school generally and Newfoundland Culture 1200 particularly. Conversely students who experience Newfoundland Culture 1200 as just another history course are more likely to react negatively. Johnson et al. (p.22).

Research reveals several studies of attitude toward the social studies. These studies are of two forms viz. status studies and causal studies. The next section of this chapter will review status studies ie. studies comparing attitude toward social studies to attitude toward other subjects.

Status Studies of Attitude Toward Social Studies

Over several decades, the status of social studies in the curriculum has been compared to the status of other subjects. Greenblatt (1962), Herman (1963), Inskeep et al. (1965), Curry et al. (1965), Hodgetts (1968), Yamamoto

et al. (1969), McTeer et al. (1974), Haladyna et al. (1979), Fraser (1980), Schug et al. (1984) and Schick (1991) investigated school subject preferences of elementary and high school students. Generally students' attitude toward social studies ranked low as compared to other subjects.

Greenblatt (1962) investigated the relative popularity of certain school subjects among children of the third, fourth, and fifth grades of schools in Los Alamitos school district, California.

Approximately three hundred children of the middle grades were asked to list, in order of preference, their favourite school subject. First choices were allocated three points; second, two points; and third choices, one point. In this manner a total point accumulation was derived for each of the subjects. Data relative to level of intelligence and achievement in the areas of reading and arithmetic were obtained from the California Test of Mental Maturity and the California Achievement Test.

Greenblatt's research findings were as follows:

- (1) Art, arithmetic, and reading were significantly preferred over other subjects with the possible exception of spelling and social studies.
- (2) The position of social studies was somewhat nebulous, in that it was not significantly more preferred than the least desirable of the subjects nor were subjects of high preference (art, arithmetic, and reading) found to be

significantly higher in regard than social studies.

- (3) Boys showed a significant preference for science, girls for music.
- (4) A significant relationship existed between achievement of girls in arithmetic and their selection of the subject.
- (5) A strong correspondence was found between subject preferences of boys and girls with an IQ of 110 or higher, and little or no relationship between choices of boys and girls with an IQ of 91 or lower.
- (6) Children of the higher intelligence group showed a wider diversity in subject selection than did pupils of Group II.
- (7) The preference of teachers corresponded most strongly with those of the children in the higher intelligence group (p.555).

Herman (1963) investigated children's interests in the various subject areas. Two hundred fourteen fourth, fifth, and sixth grade students in a rural Pennsylvania school participated. A multiple-choice Interest Inventory was developed using five subject areas: mathematics, English, science, social studies and spelling.

When all the boys and girls in the test population were considered, social studies items in the Interest Inventory were rejected more frequently than the items of any other subject. When the children were asked which subject they liked the least, social studies and English were mentioned most

frequently. When all the boys and girls listed what they liked best in school, social studies ranked behind spelling and arithmetic and slightly ahead of science and English. The test population chose social studies fourth or fifth more times than any other subject (p.435).

Herman suggests two possible reasons for the low interest in social studies. The first is a reading problem.

The social studies textbook is usually voluminous. The reading problem for many of the children is not unreal (p.435).

A second possible reason cited is the "expanding environment" concept of teaching social studies.

The "expanding environment" concept of teaching social studies could be responsible for the low interest. Preston (1958) thinks the "expanding environment" concept is inconsistent with the development of children's social concepts - a development which is not orderly. Others suggest the children already know "expanding environment" content because of contemporary communication media - in the main, television. The home - school - neighbourhood - city - state - nation - world plan is totally geographic. Preston suggests these sources of

content: community, social processes, regions and cultures, and the past (p.436).

The author also makes several suggestions in relation to children's interests.

Although it is unrealistic to think we can produce high interest in all areas by most of the children, it is desirable that high interests of children be utilized to their optimum advantage; also, that an attempt is made to raise low interest levels by the introduction of a variety of teaching modes and activities, and by the evaluation of current theories of social studies scope and sequence (p.436).

A study by Inskeep et al. (1965) yielded data relevant to the study by Greenblatt. These researchers studied the subject preferences of 550 children in the Cajun Valley Union School District, California. All 19 fourth-, fifth- and sixth-grade classes were taken from three schools in different socio-economic areas. Questionnaires were used to collect the data.

The researchers analyzed their data in the manner used by Greenblatt. When the writers treated their data in this manner, they found their list of pupil preferences to be markedly similar to that of Greenblatt. A Spearman

rho correlation of .96 was obtained for the two lists. It showed arithmetic as the most preferred subject and language as the least preferred. Social studies ranked seventh out of the nine subjects compared (p.226).

Whereas the previous mentioned researchers studied subject preferences of students of the elementary grades, Curry et al. (1965) researched the preferential order of required subject areas for high school students.

Nine hundred eleventh-grade students in four high schools in Waco, Texas were asked to rank in order of preference the five required subjects in their high school. The subject areas included were English, mathematics, physical education, science and social studies. Data collected on each student included the sex, socio-economic status, ethnic group, and IQ. The questionnaire was designed in such a manner that the student wrote the number beside the subject areas in the order in which the subject areas were preferred (p.236).

The following findings related to the social studies:

- (1) Among the white students social studies was less popular for the boys than for the girls.
- (2) Among the black students social studies was more popular for the boys than the girls.

- (3) When the ethnic groups were compared social studies was more popular with black students than with white students.
- (4) When the stated preferences of both ethnic groups were combined social studies was less popular with boys than with girls.
- (5) For the total sample social studies ranked fourth. Only mathematics ranked lower (p.239).

Yamamoto et al. (1969) offered the following rationale for their study of school-related attitudes in middle-school age students:

...children themselves have been rather consistently left out of the recommendation-making process. Thus, we find little, if any, information on how pupils themselves perceive the school curriculum and personnel. In the same vein, little is known of the possible variations in these perceptions as a function of pupil, sex, grade, or subgroups (private vs. public schools, normal vs. disturbed children, Orientals vs. Indians, etc) (p.191).

A semantic differential scale was administered to 800 sixth through ninth grade students in a suburban public school system in a north central state. Under the supervision of regular classroom teachers, each student ranked four subjects social studies, language, science, and mathematics.

It was found that attitude toward social studies generally ranked lower than mathematics, science, and language. It was also found that attitude toward social studies varied from one grade to the next. There was "a consistent decrease in rating as the grade level increased" (p.202).

As a rationale for their study, McTeer et al. (1974) stated that, "since so little study had been done in the area of what characteristics of students are related to the student's interest in particular school subjects, this study was conducted to investigate the influence certain student characteristics have upon the student's interest in the academic area of social studies versus English, math, and science" (p.238).

Three hundred 10th, 11th, and 12th grade students from a rural Georgia High School were tested. "A Scale to Measure Attitude Toward any School Subject" was administered. The researchers used this scale to measure the students' attitude toward the school subjects of social studies, English, math and science. Scores were determined for the student's interest in each of these school subjects. Using these scores the researchers established those students with a high interest in each of these school subjects and the students with a low interest in these subjects (p.238).

From these three hundred students, six groups of thirty students each were selected. The groups were categorized as follows:

- (1) high interest in social studies versus low interest in English;
- (2) low interest in social studies versus high interest in English;
- (3) high interest in social studies versus low interest in math;
- (4) low interest in social studies versus high interest in math;
- (5) high interest in social studies versus low interest in science;
- (6) low interest in social studies versus high interest in science.

The six groups were paired in order to compare their relative standing with respect to the variables of intelligence quotient, reading ability, grade point average, educational level of mothers, educational level of fathers, and sex. The group with high interest in social studies combined with low interest in English was compared with the group with low interest in social studies combined with high interest in English. The same procedure was used with the social studies-math combination and the social studies-science combination (p.238).

In order to test for significant differences between the two groups in each pair on the variables of intelligence quotient, reading ability, grade point average, educational level of mothers, and educational level of fathers, the t-test was used to compare the means of the two groups.

The data collected by McTeer et al. support two notable conclusions:

- (1) high school boys expressed a higher interest in social studies when compared to interest in English while the opposite was true for girls,
- (2) boys showed a greater interest in science than in social studies while girls were more interested in social studies (p.239).

In their research article "The Attitudes of Elementary School Children Toward School and Subject Matters", Haladyna et al. (1979) reported on their attitudinal survey of approximately three thousand elementary school students in Oregon. A nonverbal attitude inventory was administered.

The purpose of the study was to examine the attitudes of elementary school children toward school and several subjects with respect to the variables of grade and sex (p.18).

The findings indicated that social studies scores were the lowest regardless of grade level. When analyzed by sex "no differences existed in social studies, as most students regardless of their sex, gave low ratings to that subject" (p.22).

Whereas all the previously discussed studies were carried out in the United States, one Australian study by Fraser (1980) has been reported. This particular author expressed his concern not only about the limited amount of research in student attitude toward social studies but also by the fact that

what research evidence existed suggested that students grew increasingly disenchanted with specific school subjects.

In comparison with the considerable amount of attention devoted to cognitive achievement, quite limited attention has been paid to students' attitudes by either researchers or teachers interested in social studies. What research evidence exists, however, provides cause for consternation because it suggests that, as students progress through the school grade level, they tend to grow increasingly disenchanted with specific school subjects and with school in general (p.65).

Fraser (1980) conducted a cross-sectional study at the grade 7 to 10 levels. The sample consisted of 1817 students in 68 different classes in 17 different schools in suburban areas of Melbourne, Australia. Each school provided a comparable class at each of the grades 7, 8, 9, and 10 levels so that the sample was made up of 17 classes at each grade level.

The sample of schools consisted of eleven coeducational government high schools, two government technical schools (one boys' and one girls'), two independent Catholic schools (one boys' and one girls') and two independent non-Catholic schools (one boys' and one girls'). Although not randomly

chosen, this group of schools was carefully selected to be representative of the various geographic and socio-economic areas and of the number of high schools, technical schools, Catholic schools, and independent non-Catholic schools in suburban Melbourne.

Students' attitudes toward social studies was measured with a six-item semantic differential scale. The main data analysis procedure used was a 4 x 2 analysis of variance in which attitude to school social studies was the dependent variable, grade and gender independent variables.

For both boys and girls, attitudes toward school social studies varied from grade level to grade level. A decline in positive attitude occurred between successive grade levels (p.67).

Schug et al. (1984) used a method different from previous researchers. The sample combined elementary and high school students and an interview method was used. The researchers state their reason for this approach.

The studies done previously each had approached the problem by using written questionnaires and had focused largely on secondary students. We felt that doing interviews with both elementary and secondary students would yield a more complete picture of what students think about social studies (p.383).

The participants in the study were forty-six students in two schools who were randomly selected from their social studies classes. Twenty-three students were selected from grade 6 and 23 from grade 12. Fifty-two percent were males and 48% were females.

A Midwest school district was selected as the site for the study because it was similar to many middle-size cities and had made special efforts to improve the social studies program at several grade levels over a span of many years. The sample size was limited because of the cost of collecting, transcribing, and analyzing interview data.

The interview format consisted of six main questions which attempted to probe student thinking about their experiences in social studies classes e.g. "What do you think is the most important subject you study in school? Why?" (p.383).

The data was analyzed primarily by simple frequency distributions. In addition, one-way analysis of variance was used to test statistically whether the average responses of the students were significantly different from each other by grade. This form of analysis was used because of a primary interest in the single factor of grade (p.383).

The following findings are notable English, mathematics and reading were ranked ahead of social studies and science. Seventeen percent of the

students chose social studies as their most important subject. These students shared the reasoning of other students that a subject is important because of the skills and knowledge it provides for the future. However, 13% of the high school students hinted that social studies was important because of its emphasis on citizenship education. Students considered social studies unimportant because it had little meaning for their future lives. They also felt that social studies subject matter and teaching methods were boring (pp.383-387).

Schick (1991) based his observations on an 81 question Gallup Survey of 1,611 Americans aged 18 and over commissioned by the National Geographic Society in 1988. He compared student attitude history with student attitude toward math science, English, and social studies. Schick (p.342).

Respondents to the Gallop Survey identified math as first among "least favourite" subjects, English second, and history third. Science and social studies followed in that order. Among "most favourite" subjects math again placed first and history second. English, science, and social studies placed third, fourth, and last respectively.

History had ranked well in comparison. However, what was most notable was the disparity between those regarding a subject as "most

favourite" and those regarding it as "least favourite". History had the greatest disparity. Seven percent more of the sample deemed history to be "most favourite". Math and English produced negative numbers. Science was slightly positive (+1%) and social studies showed no change. In other words, many more - 7% of the sample - found history to their liking than those who disliked it. These data show history to have the greatest positive difference between most and least favourite subject and to have been the most interesting of the choices given (pp.332-333).

In relation to the theme of this research, Schick's comment on social studies deserves mention.

Please note that while social studies garnered fewer detractors than did history, students also liked history far more than they did social studies. Social studies attracted the same small number who like it as those who dislike it. Apparently history generates stronger feelings, both positive and negative, than does the academic stew called social studies, but history has a significantly higher favourable-to-unfavourable rating than does social studies. This finding deserves much wider dissemination among professional educators and school administrators (p.334).

Status studies research has clearly shown that student attitude toward social studies both at the elementary level (Herman, Inskeep, Yamamoto, Haladyna, Schug), and at the high school level (Curry, McTeer, Haladyna, Fraser, Schug, Schick) is low compared to other subjects. Research has also indicated that student attitude toward social studies decreases as grade level increases (Yamamoto, Fraser).

Researchers, cognizant of such findings, have investigated further and probed the causes of these weaknesses. The next section of this chapter will review several causal studies of attitude.

Causal Studies of Attitude Toward Social Studies

The research in this section does not investigate attitude toward social studies but rather possible causes of these attitudes. Wheeler et al. (1973), Kelly (1974), Barry (1976), Fernandez et al. (1976), Farman et al. (1978), Kannampadam (1978), Barnes et al. (1981), Haladyna et al. (1982), Pellegrini (1982), Wallberg et al. (1982), Fouts (1987), and McGowan et al. (1990) investigated potential causes of low or high status ranking of social studies. These studies indicate that factors such as classroom climate, coursework,

special programmes, future careers, and the teacher, among others, affect social studies attitudes.

Fernandez et al. (1976) used the concept of articulation in their research into high school students' perceptions of their work in several school subjects. "Articulation" refers to the extent to which students perceive their coursework will be helpful to some future aspect of their life. A high level of articulation means that students perceive their coursework as very helpful for some future aspect of their lives while a low level of articulation means that they perceive it as not helpful. The researchers sought to determine which future outcomes students considered important, and which school subjects were perceived as linked to these rewards. They found that career development was an outcome of schooling that students considered overwhelming important. Therefore, the authors limited their analysis to the effects of student perceptions of articulation to the world of work (p.53).

Fernandez et al. (1976) questioned 1,476 students in eight high schools in the San Francisco area. Participants were asked to fill out a confidential questionnaire about their perceptions of school. The researchers found that students believed that learning social studies would not be as useful for their careers as would math or English. The articulation between what students learn in social studies and their future careers was relatively low. The

researchers concluded that students' less favourable attitude toward social studies were due to their belief that the subject would not be favourable for their future careers (p.57).

Farman et al. (1978) reanalysed the same data which Fernandez et al. (1976) had used in their report. They extended the concept of articulation to include links to other future activities, such as family life and community participation. Two important questions left unanswered by the previous researchers were addressed:

First, is the amount of articulation to careers which students perceive in their courses a good predictor of the amount of effort that students will exert to learn the subject? ...The second question asks whether students consider aspects of the future other than careers when they assess the importance of learning a subject (p.36)?

The researchers found that, although subject matter that is relevant to careers does not automatically produce greater motivation, student attitudes are also influenced by articulation to future goals other than careers:

Students appear to take many aspects of the future into account when assessing the importance of learning various subjects. Career articulation is clearly important, but this study showed that at least two other aspects of later life (marriage and family, and work in the community) also enter into student perceptions of the value of their subjects (p.37).

Pellegrini (1982) surveyed the attitudes toward their high school social studies of 400 college students, 200 males and 200 females, recruited from social science courses in history, psychology, sociology, and economics at San Jose State University. All respondents were first or second year students who had graduated from high school within the previous three years.

The students were tested with a questionnaire entitled "High School Social Studies Education Survey". Two types of test items were used. One was the Likert-type, five-point scale, forced choice e.g. "In comparison to other aspects of your high school education, how valuable and important do you feel your high school social studies classes were?" Response alternatives were: (1) The most valuable and important, (2) Very valuable and important, (3) Moderately valuable and important, (4) Not very valuable and important, (5) The least valuable and important". The second type of test item was

open-ended e.g. "What aspect of your high school social studies do you feel was the least valuable and important to you?" (pp.7-11).

Generally the forced-choice item results indicated moderately favourable attitudes among college students toward their high school social studies. However, the response distribution reflecting the most unfavourable attitudes were obtained on items which asked students how well they thought their social studies classes helped them "learn the kinds of things a person needs to know in this world today", how "useful" they felt was the knowledge they gained from those classes and "how valuable and important" they felt their social studies classes were in comparison to other courses. Reasons for these negative responses were quite evident in the open-ended items. The researcher found that the more remote the content or style of instruction from the student's own, immediate, personal needs, concerns, and experience, the less "good" it was seen to be.

"Negative valuations were most frequently attributed to courses in history and world cultures other than our own, and positive valuations most often attributed to learning about the criminal justice system and civil rights i.e. "practical" knowledge that might just be useful someday in one's own, "real", "everyday life experience" (p.13).

The findings of Pellegrini are similar to those of Fernandez et al. (1976) and Farman et al. (1978). All three findings indicate that attitudinal positivity or negativity is linked to the perceived usefulness of the knowledge in later life. Positive or negative attitudes toward social studies then might be a product of its perceived practicality or impracticality in the everyday, workday world.

Wallberg et al. (1982) used a productivity model and the "National Assessment of Educational Progress" data to examine correlates of social studies attitude. The model used by the researchers incorporated nine constructs that are consistently correlated with learning outcomes and may be causally implicated. The constructs are: (1) student age and development, (2) ability and achievement, and (3) motivation; the (4) quality and (5) quantity of instruction; the social-psychological environments of the (6) home, (7) peer group, (8) classroom, and (9) exposure to mass media (p. 285).

The data was obtained on a sample of 2,755 17 year old students who participated in the National Assessment of Educational Progress. Two instruments were used, a 38-item achievement test addressing student knowledge and understanding of social studies issues and ideas and a 27-item

attitudinal survey covering student attitudes or beliefs about social studies and citizenship.

The authors concluded that the study generally supported the notion that student ability and motivation, the social psychological environments of the home and classroom, the quality and the amount of instruction and leisure-time television viewing influence knowledge and attitude in expected directions (p.292).

Haladyna et al. (1982) established a theoretical model based on substantive data identifying key variables which help student thinking about social studies. Whereas the previously discussed theoretical model of Wallberg (p.285) utilized nine constructs, the present study used three constructs viz the student, the teacher, and the learning environment. The researchers classified the variables with respect to two dimensions: content and focus.

Content refers to the nature of the variable: student, teacher, or learning environment...

Focus refers to the location of the variable with respect to the institution being studied... exogenous variables are those which reside outside the immediate influence of the schooling process. These variables include a teacher's age, gender of student,

physical condition of the school building, and socioeconomic status of the neighbourhood where the school class resides. Exogenous variables are "givens" in the schooling process and may not be manipulated to produce changes in attitude... endogenous variables can be manipulated and may be powerful determinants of attitude change. Such variables reside within the schooling process and are under the direct control of the teacher and other school personnel. These variables include the attitude of the student toward school, class organization, teacher praise and reinforcement of students... (pp.2-3).

The research questions for the study were:

- (1) Which student, teacher, and learning environment variables were most highly and significantly correlated with social studies attitudes?
- (2) What are the respective contributions of each of these three constructs in explaining the variation of social studies attitude scores?
- (3) What combination of all variables seem most potent in accounting for this variation of these scores? (p.4)

Seventeen hundred and sixty students in grades four, seven, and nine participated in the study. The instrument employed was "The Inventory of

Affective Aspects of Schooling". Findings were stronger among ninth-graders than those in grades four and seven. For this the authors provide the following explanation:

By grade nine, the student has experienced social studies for at least five years, and negative attitudes are fairly prevalent... for the most part, social studies is a required course and changes its identity... fewer social studies classes are conducted in grade nine... these students, when given the chance, are electing not to take social studies (p.17).

In grade four importance of the subject matter of social studies was the most highly related to social studies attitudes. Fatalism and self-confidence in ability to learn were moderately related to attitudes as was the teacher's impression of the general overall ability of the class. In grade seven classrooms where self-confidence was high, fatalism was low and social studies was viewed as important, students were generally positive about social studies. In grade nine, three variables were again significant viz self-confidence, fatalism and importance (pp.11-17).

The researchers' findings were similar to those of Wallberg (p.292). Teacher variables and learning environment variables were consistently and

highly related to social studies. Teacher variables such as enthusiasm for subject matter, knowledge of subject matter, commitment to help students learn, individual attention, fairness and frequent use of praise and reinforcement were considered significant. Important learning environment variables were a sense of direction for the goals of the class, the use of interesting materials, a friendly group of students, a pleasant physical environment and satisfaction with class work. Student factors such as self-confidence, importance of social studies and fatalism were also consistently related to social studies attitude (p.22).

Fouts (1987) continued exploration of the Haladyna theory at the high school level focusing on the environmental determinants of attitudes toward social studies. The sample consisted of 686 students from four high schools in a large, suburban west coast district of the United States. To assess the classroom environments, "The Classroom Environment Scales" was used. Students were also asked to complete forced-choice questions as to their favourite and least favourite subject, and what they considered to be their most important and least important subjects (pp.106-107).

The following conclusions were made:

- (1) Students in elective social studies classes have more positive attitudes toward social studies than students in required courses.

- (2) Class environment is a determining factor in student attitude toward social studies.
- (3) The elective-required status of the course, class size, school and area of preparation are not necessarily limiting factors in determining classroom environment (p.114).

McGowan et al. (1990) investigated the research question, "Can improvements in social studies attitude be linked to particular teaching practice?" The focus was a sixth-grade classroom teacher in the laboratory school of a mid-western state university. The class of 21 was heterogeneously grouped. The teacher was observed periodically for four months and intensively for two.

Results indicated that the teacher did improve class perceptions of social studies. Teaching style (how she treated students) more than strategy (her selection of method) seemed the crucial factor in her ability to improve social studies attitude. Her style featured nine elements: commitment to student learning, confidence, diversity, enthusiasm, fairness, formality, goal direction, praise, reinforcement, and support of the individual (pp.112-113).

The judgement that there was a positive change in attitude was based on three periodic surveys of the students, at their initial social studies lesson (August), at the semester break (January), and in the final week of May.

Students ranked social studies on both enjoyment and value. Other subjects ranked were reading, art, physical education, science, math, language arts, health and music. As to student enjoyment, social studies rated last in August, sixth in January and fourth in May. Ratings for value improved from sixth in August to third in January and May. The results of the study confirms the findings of other researchers such as Wallberg and Kuladyna that the teacher variable is an important determinant of social studies attitude.

Several casual studies (three of them local) deal with the effects of special programmes or specific courses on social studies attitude.

One such study was concerned with Man: A Course of Study (MACOS). MACOS was a special social studies program established in the United States as a result of American reaction to Russian space programmes and the recommendations of the Woods Hole Conference of 1959.

Barnes et al. (1981) examined the influence of MACOS on the attitudes of children toward six practices: cruelty to animals, divorce, cannibalism, murder, suicide and female infanticide. Ninety-five fourth-grade students who attended the same school in a suburban, upper-middle class neighbourhood in an American southeastern city participated in the study. An 18-item attitudinal inventory was used. Two experimental (MACOS) classes were tested. The research showed that the MACOS program produced no

significant attitudinal change in children toward cruelty to animals, divorce, murder, suicide and female infanticide (p.42).

In another American study of the "new" social studies programmes, Wheeler et al. (1973) investigated the attitudes of fifth and sixth graders participating in cooperative inquiry activities. The setting was a suburban midwestern school. Eighty-eight students were assigned to one of three treatments: cooperative, competitive, or control. The two experimental groups were exposed to the same social studies content for 18 days and worked on inquiry-related problems within subgroups (cooperative) or independently (competitive). The three measures used were a perception test, an attitudes toward social studies test, and an attitudes toward cooperation test.

The researchers found that students participating in the cooperative inquiry activities liked social studies and their social studies activities better than students who competed with each other during these activities (p.406).

Another implication drawn from the study was that the "hidden curriculum", which consisted of the interpersonal contact in which inquiry activities took place, can significantly influence learner attitudes. The researchers comment further as to the effect of these activities:

The findings indicate that inquiry activities, which are launched in an atmosphere relatively free from the threat of individual failure and which allow students to make specific contributions toward a common goal, will result in more positive student attitudes than inquiry activities carried out in a more competitive classroom environment (p.407).

Kelly (1974) investigated the effect of a pilot grade nine history unit on students' attitudes in four Newfoundland and Labrador high schools, Peacock Academy in Happy Valley-Goose Bay, J.R. Smallwood Collegiate in Labrador City, St. Stephen's High School in Stephenville and Ascension Collegiate in Bay Roberts. The student sample was described as having a wide range of academic abilities and interests. A questionnaire was administered to each group upon completion of the unit.

A wide range of feedback was received. In-class participation increased at St. Stephen's and Ascension Collegiate, decreased at Peacock Academy, and remained about the same at J.R. Smallwood Collegiate. The student questionnaire revealed that 68% of the students enjoyed working with the material in the unit, 17% did not like the unit while the other 15% were undecided.

Possible causes for such widely divergent attitudes toward the unit were such variables as teaching strategy, student ability, and the classroom environment, factors discussed by previous researchers, (Wallberg et al. (1982), Haladyna et al. (1982), McGowan et al. (1990)).

In a second local study Barry (1978) developed and piloted a unit of work on community study. The researcher then field-tested the unit in a fourth grade and sixth grade class to determine its influence on students' attitudes toward their community and toward social studies. A semantic differential scale was administered to determine the students' attitudes prior to the unit and after completion. The researcher found that the unit resulted in more positive attitudes. A student questionnaire verified these results (pp.42-43).

A local study by Kannampadam (1978) was similar to the present research in two respects. Firstly, it concerned a specific social studies course in the Newfoundland and Labrador curriculum. Secondly, the populations surveyed differed as to size and geographic location.

Kannampadam investigated the attitude of grade ten students toward the social studies course Canadian Problems in three geographic regions (a large urban area, a small urban area and a rural area in the Province of Newfoundland and Labrador). The sample consisted of 210 students divided

into treatment and control groups. Students were asked to respond to four specific areas of attitude (toward the course in general, the methodology used, learning outcome among students and its impact on student attitudes).

The following findings were significant:

- (1) Attitude responses of students in the rural area toward the overall course and knowledge obtained consistently exceeded the responses of students from the large and small urban areas.
- (2) The large urban area students exceeded the small urban area students in regard to methodology and attitude difference resulting from their exposure to the course.
- (3) The large urban area students exceeded the rural area students on the attitude difference resulting from their exposure to the course (pp.11-12).

The literature in this section has described several different but related methods for investigating the causes of attitude. One technique was articulation. The positively or negativity of student attitude toward a subject was determined by its relevance to careers or some other aspect of future life. All three research studies showed that articulation is a probable cause of negative attitude toward social studies (Fernandez, Farman, Pellegrini).

Other researchers identified a key variable or variables which helped influence student thinking about social studies. Teacher, student, and learning

environment, in combination or individually, determine student attitude toward social studies. The four studies indicated that one, two or all three variables were determinants of social studies attitude (Wallberg, Haladyna, Fouts, McGowan).

Finally a third group of researchers investigated the effect specific social studies programmes, units or courses had on student attitude. All but one of the studies indicated attitudinal change (Barnes, Wheeler, Kelly, Barry, Kannampadam).

The research literature contains little reference to student attitude toward cultural studies per se. However one study, Hodgetts (1968), does address the topic in some detail. This study and the status of cultural studies in the curriculum will be discussed in the next section of this chapter.

Culture and its Status in the Curriculum

Culture can be defined in various ways. Tyler (1935) called it "the complex whole of ideas and things produced by men in their historical experience" (p.14). Benedict (1934) discussed culture as "a pattern of thinking or doing; that runs through the activities of people and distinguishes them from other people" (p.8). Shapiro (1957) defined it as "learned behaviour ...

including all the patterned, habitual actions and ideas and values we perform, hold or cherish as members of an organized society, community or family" (p.19).

For Hodgkinson (1962) the term culture represented "the shared and agreed-upon values, attitudes and behaviour norms which control the selection of appropriate behaviour" (p.3). To Ryan (1969) "the concept of culture relates to the body of knowledge and technique and value through which a society directs and expresses its life as an interacting, functioning group entity" (p.7).

Matthews et al. (1984) provided several definitions:

The sum total of the accomplishments and activities of any specific period, race or people. This total includes implements, handicrafts, agriculture, economics, music, art, language, religious beliefs, tradition, and history.

The sum total of the accomplishments and learned behaviour patterns of any specific period, race, or people. Culture is regarded as expressing a traditional way of life, subject to gradual but continuous modification by succeeding generations. The civilization of a people at a given time: its customs, arts, conveniences, and all other aspects (p.x).

Thus culture is defined as the essential thread in the fabric of a society. Consequently cultural studies are "designed to transmit to student knowledge and appreciation of our culture, its nature, and the forces that have shaped it" Kearley et al. (1985). However, culture within the social studies curriculum appears in several forms and under various names. Most often it becomes the last subsection of the last section of history. Sometimes it becomes part of a geography text. Rarely is it treated separately as a subject. Hodgetts commented:

Every department of education assigned to the classroom teacher of Canadian history, in addition to a variety of other objectives, the awesome task of "transmitting the cultural heritage, inspiring pride in the past, encouraging reasonable loyalty and fostering the development of responsible democratic citizens" (p.18).

As to the importance of culture and citing the education system as a vehicle for transmitting it, the Royal Commission on Bilingualism and Biculturalism (1963) stated:

Schools are the formal means by which a society transmits its knowledge, skills, language and culture from one generation to

the next. Canada's public school systems are primarily concerned with the transmission of knowledge that is essential of all citizens, including knowledge about Canadian institutions, the traditions and circumstances that have shaped them and the two official languages (p.137).

Hodgetts also commented on its importance and niche in the education process:

Historical knowledge can be worthwhile for its own sake for its aesthetic and cultural values. Departments of education leave no doubts about the importance of this objective. Giving students "a knowledge and appreciation of their cultural heritage" is one of the main purposes of a civic education (p.73).

Kearley links the decision to introduce a course in Newfoundland culture "to ambivalent feelings about quickening social change taking place in this province" (p.1).

A better understanding of ourselves and our roots helps promote the preservation of worthwhile values, practices and ideals that will aid us in maintaining our identity in times of

social instability. Knowing ourselves helps us to grow as good citizens (p.2).

Smith (1990) in his article, "Canadian History and Cultural History: Thoughts and Notes on a New Departure", refers to the current interest in Canada to things cultural.

Scholars, not all of them nationalist and some not even Canadian, have been building up for their own reasons and in their own way a picture of cultural life in Canada. That picture - rich, compelling and very well crafted - is beginning to attract the attention its quality and interest deserve (p.125).

As to the implications of this the author comments:

Given this burgeoning interest in a rapidly developing area, it will not be long before the necessity to know more about its systematic study becomes even more pressing than it is now. Teachers no less than researchers will feel that imperative for - in this domain as in any other - effectively communicating the character and significance of what is happening will require a clear grasp of the fundamentals shaping it (p.126).

In the review of the literature there is no study, Canadian or American, devoted exclusively to cultural education and its effect on student attitude. The literature does contain one related study into the teaching of Canadian history, social studies and civic education in the elementary and secondary schools of all ten provinces. The National History Project was initiated in 1965 by Trinity College School located in Ontario. The director of the survey was A.B. Hodgetts in collaboration with the Ontario Institute for Studies in Education. Its main emphasis was on "the influence of formal instruction in developing the feelings and attitudes of young Canadians toward their country and its problems, and the knowledge on which these attitudes are based" (Hodgetts, p.1). Various means were used to gather the data such as student questionnaires, open-ended essays, student interviews, and classroom observations.

As a part of the study, the researchers administered a questionnaire, in French or English, mainly at the Grade 12 level, to approximately 4000 students across Canada. The researchers used three questions to determine the respondents' knowledge, appreciation, or awareness of their cultural heritage. These questions related to "sources of interest or pride in Canadian history, sources of interest or pride in present-day Canada, and recent noteworthy events" (p.73).

The following findings were significant in relation to the present study. Ninety-one percent of the students did not mention anything related to culture. Eighty-one percent of all respondents did not name a single cultural leader. In answers to questions dealing with artists, poets and writers, 88% were unable to name three Canadian artists, 78% were unsuccessful with poets, and 81% with prose writers. Hodgetts attributes the weakness to classroom procedures. He cites the names of the Group of Seven artists as an example:

...when these names are merely memorized from a list in the textbook with little explanation and no follow-up in class, they cannot make a lasting impression or have cultural value for the students. And the same holds true, not only for art but also for literature, religion or any other aspect of our cultural heritage. There is no doubt in our minds that a great many students fared poorly on this part of our questionnaire simply because their work in Canadian studies was not consciously designed to achieve cultural objectives (p.75).

The questionnaire also revealed that in English-speaking Canada, social studies courses ranked behind mathematics, science and English in student

appeal. Among social studies courses Canadian studies ranked poorly compared to Ancient, Medieval, and Modern European history. It was found that French-speaking students from Quebec developed different attitudes.

French-speaking children in Quebec identify more passionately with the kind of past that is taught to them than do students in other parts of Canada. Regardless of how well or poorly taught they may be, French-speaking students seem to become emotionally involved and interested in their own cultural heritage (p.34).

Culture then is the lifeblood of a society's behaviour. Theorists and educators attest to its importance. The school must transmit it to future generations. Although research into cultural education is limited, existing literature tells us that cultural education is lacking and student's knowledge of it and attitude toward it is poor.

Summary and Conclusion

Attitude as a mode of thinking has many connotations. When assessing student attitude, evaluative polarities such as e.g. positivity or negativity must be considered. The literature reveals that student attitude toward social

studies is primarily negative. Generally students rank social studies lower than other subjects (Herman, Inskip, Yamamoto, Curry, McTeer, Haladyna, Fraser, Schug, and Schick). The literature also indicates probable causes of student attitude such as career articulation, teacher, student, and school environment factors (Wallberg, Haladyna, Fouts, Fernandez, Pellegrini). Some researchers, investigating several grade levels have discovered that student negativity increases with increase in grade level (Yamamoto, Fraser). Limited research indicates that cultural studies are also poorly taught and lowly regraded (Hodgetts).

The next chapter discusses the methodology used in the present study of student attitude toward Newfoundland Culture 1200. Aspects of the study such as design, data collection, instrumentation, administration of the instruments, interpretation of the data, and limitations will be considered.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter will describe the methodology that was used to carry out the study. Included will be the design of the study, a description of how the data was collected, what instrumentation was used, how the instruments were administered, how the data was interpreted, and what the limitations to the study are.

Design of Study

This study focused on students in the Western Avalon School District particularly those enrolled in the Level I social studies course, Newfoundland Culture 1200, with regard to what attitudes toward that course they expressed.

The study was designed to test for differences in student attitude toward the course, Newfoundland Culture 1200, on the variables of school, school enrolment, and school type as existed within the Western Avalon School District as of March, 1993. A cross sectional survey type of design was used to carry out the study.

Collection of Data

The study was conducted in the Western Avalon School District. A survey was computed on all Level I students enrolled in the social studies course, Newfoundland Culture 1200 for the school year 1992-93.

Eleven schools in the district offered the course, Newfoundland Culture 1200. Of these, there were five central high schools, three all-grade schools, one regional high school, one with grades VIII to Level III, and one with grades IV to Level III.

For the school year 1992-93, a total of 363 students were registered for the course Newfoundland Culture 1200. Of these, 330 completed the survey. Any student who was absent at the time of the survey was not included in the study. One school, a central high school, had only two students enrolled in the course.

Instrumentation

Two instruments, a Likert-type questionnaire and a semantic differential scale, were developed and used to test the sample.

In a study conducted by Tittle et al. (1967) as to the effectiveness of various types of attitude scales (Likert, Guttman, Semantic Differential,

Thurstone, Self-rating), the Likert-scale was found to be "superior to all other scales" (p.202). Borg (1983) considered the Likert technique as "usually the easiest method of developing scales" (p.342). The Likert-type scale has also been widely used in previous research. Wheeler et al. (1973), O'Hagan (1976), Accurso et al. (1978), Fraser et al. (1980), Pellegrini (1982), and Blahut et al. (1984).

For the present study a 25-item Likert-type questionnaire was used. The questionnaire consisted of 14 positive statements e.g. "Newfoundland Culture 1200 is fascinating and fun," and 11 negative statements e.g. "Newfoundland Culture 1200 will be of no use to me in later life". The items were randomly mixed on the questionnaire. Each item had a five-point Likert response format viz. strongly agree, agree, undecided, disagree, strongly disagree. Negative items were scored 1, 2, 3, 4, 5 respectively for the responses. Positive items were scored in the reverse manner 5, 4, 3, 2, 1 respectively (O'Hagan, Accurso, Fraser, Blahut).

The second instrument, a semantic differential scale, has been used in previous research to indicate the intensity of student attitude on an issue. Yamamoto (1969), Lefley (1974), Accurso (1978), Fraser (1981). Maguire (1973) stated four requisites for the selection of an appropriate scale viz. "...representative of the attitudes in the domain... well defined for the

population of interest... appropriate to the concepts in the domain... polar opposites" (p.297). Fraser found the scale to be "...both ...reliable ...and extremely economical as it takes only a few minutes to administer and is easy to score" (p.66).

The scale for the present survey was constructed by selecting six antonymous adjective pairs suitable for rating the course, Newfoundland Culture 1200. The adjective pairs were pleasant - unpleasant, bad - good, important - unimportant, meaningful - meaningless, ugly - beautiful, worthless - valuable. Each item was rated on a seven-point scale. Polarity was reversed on half of the items to reduce response set. Scoring for these three negative items (1, 3, 4) was reversed. Each student's total attitude score was obtained by adding the score for each of the adjective pairs, Fraser (p.66).

Both the Likert-type questionnaire and the Semantic Differential Scale were examined for face validity. According to Borg, "...face validity refers to the evaluator's appraisal of what the content of the test measures" (p.276). Blahut et al. (1984) based the face validity of his Likert-type questionnaires on "...the examination of each instrument by four competent judges..." (p.154). Face validity has been ensured in several ways. Firstly, the researcher's experience as a teacher of Newfoundland Culture 1200 has facilitated the

selection of suitable items. Secondly, the literature revealed a bank of items. Finally, the items were examined by the thesis advisor and revised accordingly.

The reliability for both instruments was determined by using the split-half method. The odd-number items were placed on one subtest and all even-numbered items on another subtest. The scores for the two subtests were then calculated and correlated. Borg, p.284; Cronbach, p.298. Cronbach's Coefficient Alpha formula was used to compute the reliability. The reliability coefficient for both instruments was .999.

Administration of the Instruments

This survey was conducted within a four-week period during the months of February and March, 1993. Both the Likert-type and Semantic Differential Scale were administered within one 40-minute class period. The administration was done by the social studies coordinator for the school district. Thus teacher bias was avoided and a standard procedure was followed throughout as suggested by Borg (pp.304-306).

Interpretation of the Data

The three hypotheses were tested using a one-way analysis of variance. An analysis of variance is used "to determine whether the groups differ

significantly among themselves or to determine whether the between-groups variance is significantly greater than the within-groups variance", Borg, pp.549-550. A significance level of $p < .05$ was chosen. A t-test (Student-Newman-Keuls Procedure) was used to determine significant differences between group means. This procedure is used when the analysis of variance yields a significant F ratio. "If the analysis of variance yields a nonsignificant F ratio (the ratio of between-groups variance) the computation of t-tests to compare pairs of means is not appropriate", Borg, p.550.

The percentage of responses to items on each scale was noted to indicate intensity. The means and standard deviations were also computed for all items on each variable. Finally a comparison was made between mean differences and significant differences.

Limitations of the Study

This study has several limitations. Firstly it is limited by the paucity of prior research into student attitude toward cultural studies. A second limitation would be the sample of students. Because the sample of students used in the gathering of data was restricted to one school district the results must be considered to be limited to the population of Level I students whose characteristics are similar to those of students of that school district. Finally

the study is limited to the status of student attitude. No conclusions as to the causes of this attitude can be drawn from this study.

Summary and Conclusion

This chapter has described the methodology used in conducting a cross-sectional survey of student attitude toward the Level I social studies course Newfoundland Culture 1200. The sample consisted of 330 students from 11 schools in the Western Avalon School District. The students were tested for differences in attitude on the variables of school, school enrolment, and school type. Two instruments for the study, a Likert-type questionnaire and a Semantic Differential Scale were constructed by the researcher. Both tests are considered valid and reliable.

An analysis of variance was used to test the three hypotheses ($p < .05$) and t-tests were used to determine significant differences between group means. Percentage of responses to items on each scale, means, and standard deviations were computed. Mean differences and significant differences were also compared.

Chapter four will show the results in tabular form with graphic illustrations. The following will be discussed: analysis of variance results for both scales on all three variables; Student-Newman-Keuls Procedure to show differences between groups; supplemental findings.

CHAPTER FOUR

FINDINGS

Introduction

This chapter will analyze the results of a survey carried out in the Western Avalon School District to determine student attitude toward the Level I social studies course Newfoundland Culture 1200. The analysis will be based on three variables viz. school, school enrolment, and school type. The following statistical results will be discussed: analysis of variance results for both the Likert-type Questionnaire and the Semantic Differential Scale; Student-Newman-Keuls Procedure to show differences between groups; supplemental analysis. The findings will be presented for each research hypothesis followed by supplemental findings. Tabular and graphic representation of the results will also be included.

Demographic Information

The study was carried out in the Western Avalon School District. This school district has a total student population of 7200. A total of 11 schools and 330 Level I students participated in the study. School 2 had just two students enrolled in the course, Newfoundland Culture 1200. The instruments

were administered during the months of February and March which afforded the students sufficient time to become familiar with the course.

Hypothesis I

School is not a significant factor in determining student attitude toward the Level I social studies course, Newfoundland Culture 1200.

An analysis of variance design was first used to analyze the data from both the Likert-type Questionnaire and the Semantic Differential Scale. A value of $p < .05$ was considered as statistically significant. Since the analysis of variance yielded significant F ratios, a t-test (Student-Newman-Keuls Procedure) was used to compare pairs of means, Borg, p.558.

Likert-type Questionnaire

The means, standard deviations, degrees of frequency, and F ratios are presented in Table 1. The findings in Table 1 indicate that the groups differed significantly from one another for all items ($p < .05$). However, the magnitude of the F ratios varied greatly, ranging from a high significance of 20.08 to a low of 1.87. The majority of items with the greater significance are

Table 1

Means and Standard Deviations by School
Likert-type Survey
N = 330

	School 1		School 2		School 3		School 4		School 5		School 6		School 7		School 8		School 9		School 10		School 11		Total				
Item	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD					
01	320	12	358	21	408	12	135	06	374	14	297	10	205	05	230	13	314	10	197	06	305	10	304	12	3034	.0000	10310
02	232	09	100	03	235	11	117	04	234	12	209	10	200	13	186	13	219	12	137	05	225	09	204	11	510	.0000	10317
03	321	09	249	07	358	10	150	11	341	11	290	10	245	10	322	13	241	11	207	08	296	07	240	10	679	.0000	10317
04	276	11	350	07	349	11	157	07	244	13	275	11	239	12	300	13	297	12	207	09	304	11	276	12	559	.0000	10318
05	212	10	100	03	221	14	148	06	200	13	9	11	170	12	194	09	186	10	150	08	206	10	188	10	187	.0044	10318
06	208	09	100	03	242	13	141	07	205	08	236	10	200	12	207	13	231	11	167	05	209	09	210	10	235	.0147	10318
07	228	09	200	14	300	13	139	07	279	13	227	12	214	12	227	13	220	11	157	06	247	10	236	12	551	.0000	10318
08	256	11	100	03	238	10	174	10	256	11	234	10	232	12	211	13	236	10	148	08	234	11	229	10	240	.0091	10317
09	300	12	205	03	352	12	165	07	379	12	300	10	239	12	290	13	206	12	187	08	325	11	230	12	914	.0000	10316
10	231	09	100	03	220	11	148	06	211	10	216	09	191	13	171	09	203	09	140	07	221	11	200	10	205	.0261	10317
11	244	08	220	07	143	07	143	07	353	13	244	09	241	11	244	13	273	11	147	07	204	10	201	11	617	.0000	10318
12	244	11	300	14	165	09	165	09	248	13	249	11	235	11	280	11	280	12	107	06	280	09	266	11	425	.0000	10318
13	248	10	300	00	145	07	145	07	279	12	270	11	214	13	243	10	243	13	203	07	281	11	286	11	379	.0001	10318
14	203	10	300	14	340	14	148	06	340	12	233	11	239	13	243	13	203	13	143	06	340	11	276	13	1038	.0000	10318
15	317	10	200	00	279	12	143	07	339	14	311	11	277	12	280	11	297	12	109	08	340	10	202	12	1038	.0000	10315
16	300	13	150	07	304	14	165	09	242	12	277	13	231	14	239	11	228	13	145	06	266	12	231	13	610	.0000	10317
17	244	10	350	21	325	12	213	10	236	07	246	11	227	11	236	09	254	11	200	08	234	09	280	10	320	.0011	10318
18	244	12	150	07	242	13	143	05	221	10	232	11	214	12	179	08	217	11	143	05	217	08	207	10	371	.0001	10318

Table 1 (continued)

Q19	260	09	130	07	313	12	143	06	258	11	241	09	243	12	241	12	246	11	157	06	277	10	241	11	665	.0001	10.317
Q20	272	10	230	08	313	13	143	07	274	12	273	10	243	12	257	11	273	11	140	05	286	09	238	11	679	.0000	10.318
Q21	236	10	280	08	323	11	135	06	300	14	284	14	241	15	239	13	248	13	173	08	306	10	230	13	668	.0000	10.317
Q22	228	10	150	07	271	13	143	09	211	11	225	11	277	13	140	09	229	11	113	06	215	09	215	11	278	.0000	10.317
Q23	328	11	300	08	348	13	143	09	426	09	311	13	359	12	379	12	346	13	230	09	394	09	337	13	1552	.0000	10.318
Q24	256	11	150	07	240	12	187	11	271	10	229	11	250	12	212	08	258	10	210	06	247	10	247	10	243	.0004	10.318
Q25	244	09	150	07	325	12	139	06	234	15	241	12	218	13	236	10	247	12	143	05	244	11	236	12	640	.0000	10.318

P Values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = ratio
df = degrees of frequency

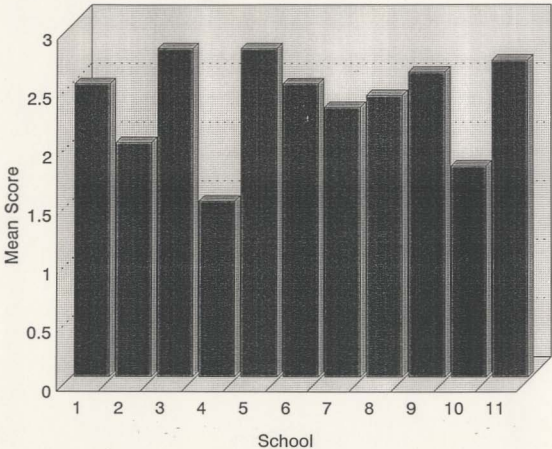
Note: School 2 had two students enrolled in Newfoundland Culture 1200

Figure 1

Comparison of Means* by School

Likert-type

N=330



*Positivity is to the left on the Likert-type scale. The lower X value indicates a higher degree of positivity.

NOTE: School 2 had two students enrolled in Newfoundland Culture 1200.

related to the enjoyment of the course, Newfoundland Culture 1200 e.g. "Newfoundland Culture is fascinating and fun" ($F = 20.08$). Items of low significance allude to the importance of learning about the past e.g. "Learning about the past is worthless" ($F = 1.87$).

In comparing means schools 4 and 10 show a much greater degree of positivity than all other schools on all items (figure 1). The graph also indicates that school 3 has the least degree of positivity*. The means of school 4 are lowest except on item 17 ($X = 2.13$) and item 18 ($X = 1.43$). On item 17 school 10 has the lowest mean ($X = 2.00$). On item 18 the means of schools 4 and 10 are equal ($X = 1.43$).

Since the analysis of variance indicated that the groups differed significantly from one another, the Student-Newman Keuls Procedure was computed to determine which group means differed significantly from one another. The results appear in Table 2.

Table 2 indicates several interesting findings. There were 308 significant differences between group means. However, for items 5, 6, and 10 no two groups were significantly different at the .05 level, for item 8 there was

*Positivity is to the left on the Likert-type scale. The lower X value indicates a higher degree of positivity.

Table 2

School-Likert-type Scale

Student-Newman-Keuls Procedure

Significant Differences Between Means

N = 330

[illegible]

Table 2 (continued)

Q18	4.9	4.11	4.6	4.3	4.1	10.9	10.11	10.6	10.3	10.1									
Q19	4.8	4.6	4.7	4.9	4.5	4.1	4.11	4.3	10.8	10.6	10.7	10.9	10.5	10.1	10.11	10.3	9.3		
Q20	4.7	4.8	4.1	4.6	4.9	4.5	4.11	4.3	10.8	10.1	10.6	10.9	10.5	10.11	10.3				
Q21	4.8	4.7	4.1	4.9	4.6	4.5	4.11	4.3	10.9	10.6	10.5	10.11	10.3						
Q22	4.3	10.9	10.3																
Q23	4.6	4.1	4.9	4.7	4.8	4.3	4.11	4.5	10.6	10.9	10.7	10.8	10.3	10.11	10.5	6.11	6.5		
Q24	4.3	10.3																	
Q25	4.8	4.6	4.1	4.9	4.11	4.5	4.3	10.7	10.8	10.6	10.1	10.9	10.11	10.5	10.3	7.3	8.3	6.3	9.3

*School 4 compared to school 10

one significant difference and for item 24 two significant differences. As already indicated by the findings of the analysis of variance, these items do not refer to Newfoundland Culture 1200 specifically but related to the importance of the study of culture generally e.g. "Learning how our ancestors lived is useless".

Of the 26 Likert-type items, item 1 had the greatest number of significant differences between groups, 33. This statement referred specifically to Newfoundland Culture 1200 and its enjoyment. Similarly nine other statements alluding to enjoyment of Newfoundland Culture 1200 had 17 or more significant differences among group means.

The most frequent significant differences among group means centred around schools 4 and 10. School 4 means were significantly different from all other group means on items 1 and 3. On nine other items school 4 differed from all other schools except school 10. School 10 differed from all other groups, except school 4, on five items.

Semantic Differential Scale

The means, standard deviations, and F ratios for the Semantic Differential Scale are shown in Table 3. The results of the analysis of variance indicate that the groups differed significantly from each other on all

six attitude items ($p < .05$). The magnitude of the significant differences varied from $F = 10.50$ for item 1 to $F = 5.11$ for item 3.

Similar to the Likert-type scale the Semantic Differential Scale shows a much greater degree of positivity for schools 4 and 10 than for the other schools. A comparison of the positivity of all 11 schools as measured by the Semantic Differential Scale is shown in figure 2. The graph clearly illustrates the more positive attitude of schools 4 and 10. Similar to the finding of the Likert scale, school 3 again has the least degree of positivity.* The means of school 4 are highest on all items. School 10 also has high means ($X = 6.10$ to $X = 6.00$) except on item 5 ($X = 5.13$).

The Students Newman-Keuls Procedure was next computed to determine which group means differed significantly from each other. The results appear in Table 4.

The findings in Table 4 reveals 93 significant differences between group means. School 4 and school 10 show the majority of these differences, 42 for school 4 and 36 for school 10.

Of the six items, item 1 reveals the most significant differences between group means (22). The least differences were for items 2 and 3 (12).

*Positivity is to the right on the Semantic Differential Scale. The higher X value indicates a higher degree of positivity.

Table 3

Means and Standard Deviations by School
 Semantic Differential Scale
 N=330

Attitude	School 1		School 2		School 3		School 4		School 5		School 6		School 7		School 8		School 9		School 10		School 11		Total				
Item	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD	F	p	df
1	472	1.2	550	2.1	313	2.0	630	0.8	411	1.0	475	1.2	509	1.4	441	1.9	440	1.7	600	0.9	398	1.5	444	1.6	10.50	.0000	10,417
2	472	1.3	550	2.1	318	2.1	661	0.6	408	1.4	484	1.2	209	1.6	425	1.6	461	1.7	607	1.0	456	1.2	420	1.6	8.25	.0000	10,418
3	408	1.3	600	1.4	379	2.1	630	0.9	437	1.3	491	1.6	523	1.9	514	1.4	472	1.7	600	1.1	408	1.5	501	1.6	5.11	.0000	10,319
4	440	1.4	600	1.4	429	1.9	648	0.8	432	1.4	460	1.3	545	1.5	403	1.6	429	1.5	610	0.9	425	1.5	487	1.6	7.58	.0000	10,310
5	410	1.0	400	0.0	379	1.5	661	0.7	322	1.6	418	1.5	423	1.6	429	1.6	424	1.7	513	1.1	404	3	456	1.6	6.86	.0000	10,417
6	500	1.3	771	0.0	358	2.1	643	1.3	421	2.2	511	1.4	541	1.6	521	1.6	431	1.7	610	1.0	483	1.6	497	1.7	7.45	.0000	10,318

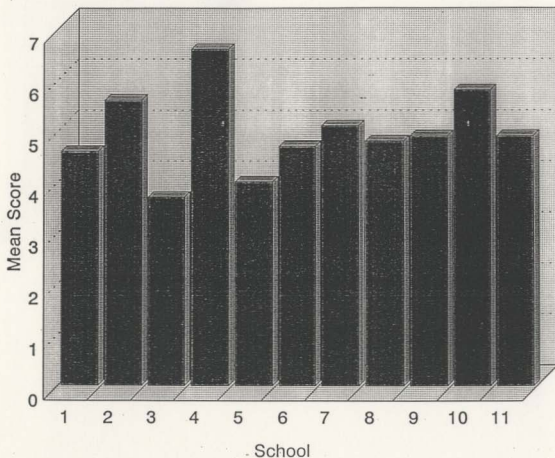
P values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = ratio, df = degrees of frequency

Note: School 2 had two students enrolled in Newfoundland Culture 1200

Figure 2

Comparison of Means* by School
Semantic Differential Scale
N=330



*Positivity is to the right on the Semantic Differential Scale. The higher Xvalue indicates a higher degree of positivity.

NOTE: School 2 had two students enrolled in Newfoundland Culture 1200.

Table 4

School-Semantic Differential Scale Student-Newman-Keuls Procedure
Significant Differences Between Means
N = 330

Item 1	4-3*	4-1	4-5	4-9	4-8	4-11	4-6	4-7	10-3	10-1	10-5	10-9	10-8	10-1	
	10-6	7-3	7-1	6-3	1-3	8-3	9-3	11-3							
Item 2	4-3	4-5	4-8	4-11	4-9	4-1	10-3	10-5	10-8	10-11	10-9	10-1			
Item 3	4-3	4-5	4-9	4-11	4-6	10-3	10-5	10-11	10-6	7-3	8-3	11-3			
Item 4	4-3	4-5	4-9	4-1	4-11	4-6	4-8	10-3	10-5	10-9	10-1	10-11	10-6	10-8	
Item 5	10-5	10-3	10-11	10-6	10-9	10-8	4-5	4-3	4-11	4-1	4-6	4-7	4-9	4-8	4-10
Item 6	4-3	4-5	4-9	4-11	4-1	4-6	4-8	10-3	10-5	10-9	10-11	10-6	10-8	7-3	8-3
	6-3	1-3	11-3												

*School 4 compared to school 3

Summary and Conclusion

The findings for Hypothesis I indicate that there are statistically significant differences between group means. These findings do not support the null hypothesis. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Hypothesis II

School enrolment is not a significant factor in determining student attitude toward the Level I social studies course, Newfoundland Culture 1200.

An analysis of variance was first used to analyze the data from both the Likert-type Questionnaire and the Semantic Differential Scale. A value of $p < .05$ was considered as statistically significant. Since the analysis of variance yielded significant F ratios, Student-Newman-Keuls Procedure was used to compare pairs of means.

Likert-type Questionnaire

The means, standard deviations and F ratios are presented in Table 5. The findings in Table 5 indicate that the groups differed significantly from one

Table 5

Means and Standard Deviations by School Enrolment Likert-type Survey
N=330

	0-199*		200-299		300-399		400 +		Total		F	P	df
	X	SD	X	SD	X	SD	X	SD	X	SD			
Q1	1.77	0.8	3.34	1.2	2.84	1.2	3.46	1.1	2.85	1.1	28.86	.0000	3,326
Q2	1.55	1.0	2.18	1.0	2.00	1.0	2.21	1.0	1.99	1.0	5.03	.0020	2,324
Q3	2.00	1.1	3.12	1.0	2.95	1.1	2.89	0.9	2.74	1.0	12.12	.0000	3,322
Q4	2.13	1.1	3.00	1.2	2.64	1.2	3.00	1.1	2.69	1.2	7.72	.0001	3,325
Q5	1.57	0.9	2.10	1.1	1.78	0.9	1.96	1.0	1.85	1.0	3.07	.0282	3,325
Q6	1.77	1.0	2.38	1.1	1.95	0.8	2.21	1.0	2.08	1.0	4.87	.0025	3,325
Q7	1.72	1.0	2.53	1.3	2.20	1.2	2.38	1.1	2.21	1.2	5.23	.0016	3,325
Q8	1.93	1.0	2.35	1.0	2.21	1.0	2.35	1.0	2.21	1.0	2.13	.0959	3,324
Q9	1.98	1.1	3.18	1.1	2.78	1.3	3.04	1.2	2.75	1.2	11.05	.0000	3,323
Q10	1.72	1.1	2.18	1.0	1.88	0.9	2.12	1.0	1.98	1.0	3.08	.0277	3,324
Q11	1.91	1.0	2.85	1.0	2.54	1.1	2.83	1.1	2.53	1.0	9.28	.0000	3,325
Q12	2.09	1.1	2.97	1.2	2.56	1.1	2.81	1.0	2.61	1.1	7.01	.0001	3,325
Q13	1.94	1.1	2.75	1.1	2.44	1.0	2.82	1.2	2.49	1.1	8.31	.0000	3,325
Q14	2.06	1.1	2.93	1.3	2.73	1.2	2.99	1.2	2.68	1.2	6.79	.0002	3,325
Q15	2.09	1.2	3.35	1.2	2.75	1.2	3.19	1.1	2.85	1.2	13.92	.0000	3,322
Q16	1.96	1.2	2.87	1.3	2.38	1.1	2.78	1.3	2.56	1.3	7.28	.0001	3,324
Q17	2.26	1.1	2.87	1.1	2.41	0.9	2.45	1.0	2.50	1.0	4.34	.0051	3,325
Q18	1.77	1.0	2.35	1.2	1.92	1.0	2.17	0.9	2.07	1.0	4.43	.0045	3,325
Q19	1.91	1.0	2.66	1.1	2.24	1.0	2.61	1.0	2.41	1.1	7.03	.0001	3,324
Q20	1.94	1.1	2.87	1.1	2.41	1.0	2.84	1.0	2.58	1.1	11.04	.0000	3,325
Q21	1.87	1.2	3.01	1.3	2.35	1.2	2.86	1.2	2.59	1.3	11.42	.0000	3,324
Q22	1.91	1.1	2.41	1.2	1.95	0.9	2.28	1.0	2.15	1.1	4.00	.0081	3,324
Q23	2.70	1.3	3.38	1.3	3.31	1.3	3.69	1.1	3.37	1.3	6.98	.0001	3,325
Q24	2.19	1.2	2.72	1.1	2.37	1.0	2.53	1.0	2.47	1.0	2.87	.0365	3,325
Q25	1.77	1.0	2.71	1.2	2.20	1.1	2.25	1.1	2.36	1.2	8.32	.0000	3,325

P values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = ratio, df = degrees of frequency

*0-199 etc. indicate school enrolment

another on all the attitude statements except item 8 ($p = .0959$).

Similar to the findings for Hypothesis I, there was a great disparity of F ratios, ranging from a high significance of 28.86 to a low of 2.13. The majority of the items with greater significance related to the enjoyment of the course, Newfoundland Culture 1200 e.g. "Newfoundland Culture 1200 is something which is very enjoyable" ($F = 13.92$). Items having the least significance refer to the importance or practicality of learning about the past e.g. "Learning how our ancestors lived is useful" ($F = 2.87$).

In comparing means schools with the lowest enrolment (0-199) showed the highest positivity with means lowest on all items (Table 5). Schools with the highest enrolment (400+) showed the lowest positivity. These differences in positivity between enrolments are graphically illustrated in Figure 3.

Since the analysis of variance indicated that the groups differed significantly from one another, the Student-Newman-Keuls Procedure was computed to determine which group means differed significantly. The results appear in Table 6.

The notable findings in Table 6 are the following. There were 71 significant differences between group means. However, for items 8 and 10 no two groups were significantly different at the .05 level. Items 5, 6, 23, 24 showed only one significant difference between groups. All these items,

Table 6

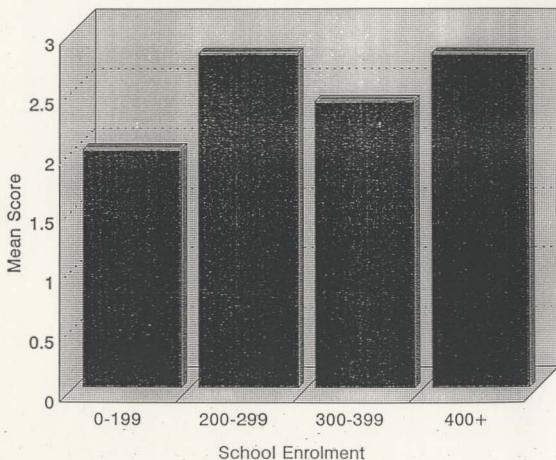
School Enrolment - Likert-type Scale Student-Newman-Keuls Procedure
Significant Differences Between Means
N=330

Q1	0-199*	300-399	0-199	200-299	0-199	400+				
Q2	0-199	300-399	0-199	200-299	0-199	400+				
Q3	0-199	300-399	0-199	200-299	0-199	400+				
Q4	0-199	300-399	300-399	200-299	200-299	400+				
Q5	0-199	200-299								
Q6	0-199	400+								
Q7	0-199	300-399	0-199	200-299	0-199	400+				
Q9	0-199	300-399	0-199	200-299	0-199	400+				
Q11	0-199	300-399	0-199	200-299	0-199	400+				
Q12	0-199	300-399	0-199	200-299	0-199	400+	300-399	200-299		
Q13	0-199	300-399	0-199	200-299	0-199	400+				
Q14	0-199	300-399	0-199	200-299	0-199	400+				
Q15	0-199	300-399	0-199	200-299	0-199	400+	300-399	400+	300-399	200-299
Q16	0-199	400+	0-199	200-299	300-399	400+	300-399	200-299		
Q17	0-199	200-299	300-399	200-299	400+	200-299				
Q18	0-199	200-299	300-399	200-299	400+	200-299				
Q19	0-199	400+	0-199	200-299	300-399	400+	300-399	200-299		
Q20	0-199	300-399	0-199	400+	0-199	200-299	300-399	400+	300-399	200-299
Q21	0-199	300-399	0-199	400+	300-399	200-299				
Q22	300-399	400+	300-399	200-299						
Q23	0-199	300-399								
Q24	0-199	200-299								
Q25	0-199	300-399	0-199	400+	0-199	200-299	300-399	400+	300-399	200-299

*0-199 etc. indicate school enrolment

Figure 3

Comparison of Means* by School Enrolment
Likert-type Scale
N=330



*Positivity is to the left on the Likert-type scale. The lower X value indicates a higher degree of positivity.

except 23, do not refer to Newfoundland Culture 1200 specifically but to some practical aspect of the study of culture e.g. "Learning how our ancestors lived is useless".

Schools with enrolment of 0-199 show 50 significant differences and differ from the other three groups on fifteen items.

Semantic Differential Scale

The means, standard deviations, and F ratios for the Semantic Differential Scale are shown in Table 7. The results of the analysis of variance indicate that the groups differed significantly from each other on all six attitude items ($p < .05$). The magnitudes of the significant differences vary from $F = 14.34$ for item 1 to $F = 7.37$ for item 3.

Similar to the findings of the Likert Scale, the findings of the Semantic Differential Scale show a higher degree of positivity for schools with enrolments of 0-199 than schools of other enrolments. A comparison of the positivity of all four enrolments is illustrated in Figure 4. The graph clearly illustrates the more positive attitude of schools with an enrolment of 0-199. Schools with an enrolment of 200-299 show the least positive attitude. This finding differed from that of the Likert Scale where the least positive attitude

Table 7

Means and Standard Deviations by School Enrolment
Semantic Differential Scale
N=330

Attitude	0-199*		200-299		300-399		400 +		Total				
Items	X	SD	X	SD	X	SD	X	SD	X	SD	F	P	df
1	5.74	1.3	4.18	1.7	4.95	1.4	4.20	1.7	4.65	1.6	14.34	.0000	3,324
2	5.85	1.4	4.49	1.7	4.86	1.6	4.59	1.5	4.83	1.6	8.91	.0000	3,325
3	5.83	1.5	4.51	1.8	5.19	1.5	4.80	1.6	5.01	1.6	7.37	.0001	3,323
4	5.98	1.3	4.53	1.5	5.03	1.5	4.45	1.5	4.87	1.6	13.12	.0000	3,323
5	5.38	1.7	4.04	1.5	4.35	1.5	4.14	1.5	4.36	1.6	8.96	.0000	3,324
6	5.98	1.5	4.57	1.8	5.24	1.6	4.55	1.7	4.97	1.7	10.25	.0000	3,325

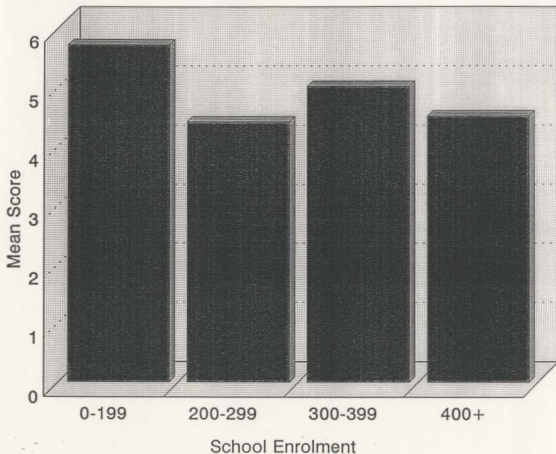
P values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = ratio, df = degrees of frequency

*0-199 etc. indicate school enrolment

Figure 4

Comparison of Means* by School Enrolment
Semantic Differential Scale
N=330



*Positivity is to the right on the Semantic Differential Scale. The higher X value indicates a higher degree of positivity.

was shown by schools with an enrolment of 400+. However, this difference is only marginal. The analysis of variance also indicates that schools with enrolment of 0-199 have the highest means on all six items.

The student-Newman-Keuls Procedure was next computed to determine which group means differed significantly from one another. The results appear in Table 8.

The findings in Table 8 reveal 25 significant differences among group means. Schools with enrolment of 0-199 differ from all other groups on all six items. The other seven differences are between schools with enrolment of 300-399 and schools of enrolments, 200-299 and 400+.

Of the six items, items 1, 4, and 6 reveal the most significant differences among group means (5). The least differences are on items 2 and 5 (3).

Summary and Conclusion

The findings for Hypothesis II indicate that there are statistically significant differences between group means. These findings do not support the null hypothesis. Therefore the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Table 8

School Enrolment - Semantic Differential Scale
Student-Newman-Keuls Procedure
Significant Differences Between Means

Item 1	0-199*	200-299	0-199	400+	0-199	300-399	300-399	200-299	300-399	400+
Item 2	0-199	200-299	0-199	400+	0-199	300-399				
Item 3	0-199	200-299	0-199	400+	0-199	300-399	300-399	200-299		
Item 4	0-199	400+	0-199	200-299	0-199	300-399	300-399	400+	300-399	200-299
Item 5	0-199	200-299	0-199	400+	0-199	300-399				
Item 6	0-199	400+	0-199	200-299	0-199	300-399	300-399	400+	300-399	200-299

*0-199 etc. indicate school enrolment

Hypothesis III

School type is not a significant factor in determining student attitude toward the Level I social studies course, Newfoundland Culture 1200.

An analysis of variance design was first used to analyze the data from both the Likert-type questionnaire and the Semantic Differential Scale. A value of $p < .05$ was considered as statistically significant. Since the analysis of variance yielded significant F ratios, the Student-Newman-Keuls Procedure was used to compare pairs of means.

Likert-type Questionnaire

The means, standard deviations, and F ratios are presented in Table 9. Table 9 indicates that the groups differ significantly from one another on fifteen of the attitude statements ($p < .05$). Most of these are only marginally significant, item 1 ($F = 7.83$) and item 15 ($F = 8.74$) only having high significance. For all 25 statements the F ratios vary from 8.74 to 1.19. The items with the greater significance, 1 and 15, refer to the enjoyment of Newfoundland Culture 1200 e.g. "Newfoundland Culture 1200 is something which is very enjoyable". The majority of items of lower significance refer to the importance or practicality of culture study and do not specify the course

Table 9

Means and Standard Deviations by School Type
Likert-type Survey
N=330

	K - 12		7 - 12		9 - 12		Other		Total				
	X	SD	X	SD	X	SD	X	SD	X	SD	df	F	P
Q1	2.70	1.8	3.33	1.8	3.20	1.2	2.63	1.3	3.00	1.2	3,326	7.38	.0000
Q2	1.92	1.1	2.14	1.0	2.32	0.9	1.90	1.1	2.04	1.1	3,324	1.82	.1428
Q3	2.63	1.2	2.96	0.9	3.21	0.9	2.66	1.2	2.82	1.1	3,322	3.31	.0206
Q4	2.67	1.3	2.97	1.1	2.76	1.1	2.37	1.1	2.76	1.2	3,325	3.64	.0131
Q5	1.72	0.9	2.02	1.1	2.12	1.0	1.69	0.9	1.89	1.0	3,325	2.89	.0356
Q6	2.13	1.1	2.18	1.1	2.08	0.9	1.82	0.7	2.05	1.0	3,325	1.66	.1764
Q7	2.18	1.2	2.42	1.2	2.08	0.9	2.04	1.2	2.18	1.1	3,325	1.92	.1258
Q8	2.17	1.0	2.31	1.0	2.56	1.1	2.08	1.0	2.28	1.0	3,324	1.56	.1980
Q9	2.61	1.4	3.07	1.1	3.00	1.2	2.61	1.4	2.82	1.3	3,323	3.67	.0126
Q10	1.80	0.9	2.11	1.0	2.24	0.9	1.80	0.9	1.99	0.9	3,324	2.32	.0750
Q11	2.45	1.2	2.80	1.0	2.48	0.8	2.51	1.3	2.56	1.1	3,325	2.37	.0707
Q12	2.62	1.2	2.81	1.1	2.84	1.1	2.22	1.0	2.62	1.1	3,325	3.60	.0139
Q13	2.50	1.2	2.67	1.1	2.68	1.0	2.33	1.0	2.55	1.1	3,325	1.31	.2708
Q14	2.45	1.2	3.03	1.2	2.92	1.0	2.59	1.3	2.75	1.2	3,325	5.12	.0018
Q15	2.65	1.2	3.26	1.1	3.17	1.0	2.46	1.3	2.89	1.2	3,322	8.74	.0000
Q16	2.52	1.3	2.68	1.3	3.00	1.3	2.06	0.9	2.57	1.2	3,324	4.24	.0058
Q17	2.43	1.1	2.58	1.1	2.84	1.0	2.22	0.7	2.50	1.0	3,325	2.59	.0527
Q18	1.95	1.0	2.22	1.0	2.44	1.2	1.73	0.9	2.07	1.0	3,325	4.73	.0030
Q19	2.25	1.1	2.64	1.1	2.60	0.9	1.96	1.0	2.41	1.1	3,324	6.35	.0003
Q20	2.44	1.1	2.81	1.0	2.72	1.0	2.16	0.9	2.58	1.1	3,325	5.61	.0009

Table 9 (continued)

Q21	2.35	1.3	2.91	1.2	2.56	1.0	2.22	1.2	2.59	1.3	3,324	5.98	.0006
Q22	2.13	1.1	2.26	1.1	2.28	1.0	1.81	0.8	2.15	1.1	3,324	3.19	.0240
Q23	3.22	1.4	3.60	1.2	3.28	1.1	3.06	1.3	3.37	1.3	3,325	3.19	.0240
Q24	2.39	1.0	2.58	1.1	2.56	1.1	2.31	1.0	2.47	1.0	3,325	1.19	.3117
Q25	2.24	1.1	2.57	1.2	2.44	0.9	1.98	1.2	2.36	1.2	3,325	3.81	.0105

P values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = ratio, df = degrees of frequency

Newfoundland Culture 1200 e.g. "Learning how our ancestors lived is useful".

In comparing means schools of the 'other' category show a greater degree of positivity than the other three groups. Schools with grades 7-12 and grades 9-12 show the least positive attitude. These differences in positivity are illustrated in figure 5.

Since the analysis of variance indicated that the four groups differed significantly from one another, the Student-Newman-Keuls Procedure was computed to determine which group means differed significantly from one another. The results appear in Table 10.

The notable findings are as follows. There are 28 significant differences among group means. Seventeen of these are between the group labelled 'other' and the remaining groups.

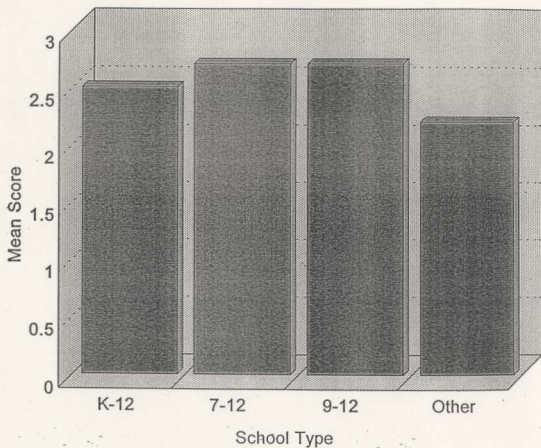
Ten items (2, 6, 7, 8, 10, 11, 13, 17, 22, 24) show no significant differences among groups. All of these except items 11 and 13 refer to general aspects of cultural studies. None of them allude to the enjoyment of Newfoundland Culture 1200.

Semantic Differential Scale

The means, standard deviations, and F ratios for the Semantic Differential Scale are shown in Table 11. The findings indicate that the four

Figure 5

Comparison of Means* by School Type
Likert-type Scale
N=330



*Positivity is to the left on the Likert-type scale. The lower X value indicates a higher degree of positivity.

Table 10

School Type - Likert-type Scale
Student-Newman-Keuls Procedure
Significant Difference Between Means
N=330

Q1	Other	7-12	K-12	7-12		
Q3	K-12	7-12				
Q4	Other	7-12				
Q5	Other	7-12				
Q9	K-12	7-12				
Q12	Other	K-12	Other	7-12		
Q14	K-12	7-12				
Q15	Other	9-12	Other	7-12	K-12	7-12
Q16	Other	K-12	Other	7-12	Other	9-12
Q18	Other	7-12	Other	9-12	K-12	7-12
Q19	Other	9-12	Other	7-12	K-12	7-12
Q20	Other	7-12	K-12	7-12		
Q21	Other	7-12	K-12	7-12		
Q23	Other	7-12	K-12	7-12		
Q24	Other	7-12				

Table 11

Means and Standard Deviations by School Type
Semantic Differential Scale
N=330

Attitude	K-12		7-12		9-12		Other		Total				
Items	X	SD	X	SD	X	SD	X	SD	X	SD	F	P	df
1	4.85	1.8	4.28	1.6	4.72	1.2	5.27	1.3	4.65	1.6	5.51	.0011	3,324
2	4.94	1.7	4.62	1.5	4.72	1.3	5.29	1.6	4.83	1.6	2.41	.0671	3,325
3	5.14	1.7	4.81	1.7	4.88	1.3	5.37	1.4	5.01	1.6	1.75	.1559	3,323
4	4.97	1.6	4.68	1.6	4.40	1.4	5.41	1.4	4.87	1.6	3.60	.0139	3,323
5	4.78	1.8	4.06	1.4	4.16	1.0	4.42	1.6	4.36	1.6	4.86	.0025	3,324
6	4.98	1.8	4.82	1.7	5.00	1.2	5.37	1.8	4.97	1.7	1.19	.3118	3,325

P values < .05 are statistically significant

X = mean, SD = Standard Deviation, F = F ratio, df = degrees of frequency

groups differ significantly from one another on items 1, 4, and 5. The range between F ratios is small, from $F = 5.51$ on item 1 to $F = 1.19$ on item 6.

Similar to the findings of the Likert Scale, the findings on the Semantic Differential Scale show a higher degree of positivity for schools of the 'other' category than for schools of the other three types. A comparison of the positivity of all four groups is illustrated in figure 6. This graph also indicates that schools with grade 7-12 have the least positivity.

The Student-Newman-Keuls Procedure was next computed to determine which group means differ significantly from one another. The results of this procedure are shown in Table 12.

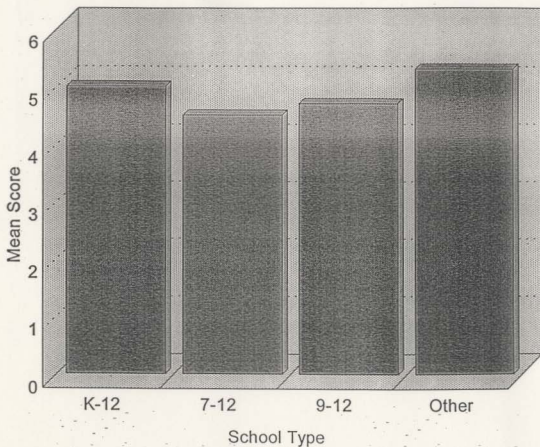
The findings in Table 12 reveal only four significant differences between group means. Schools labelled 'other' differ from schools containing grades 7-12 on items 1 and 4 and differ from schools containing grades 9-12 on item 4 only. Schools containing grades 7-12 differ from schools containing grades k-12 on item 5. Items 2, 3, and 6 show no significant differences.

Summary and Conclusion

The findings for Hypotheses III indicate that there are statistically significant differences between group means. These findings do not support the null hypothesis. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Figure 6

Comparison of Means* by School Type
Semantic Differential Scale
N=330



*Positivity is to the right on the Semantic Differential Scale. The higher Xvalue indicates a higher degree of positivity.

Table 12

School Type - Semantic Differential Scale
Student-Newman-Keuls Procedure
Significant Differences Between Means
N=330

Item 1	Other	7-12		
Item 2				
Item 3				
Item 4	9-12	Other	7-12	Other
Item 5	7-12	K-12		
Item 6				

Supplemental Findings

Percentage of Responses to the Likert-type Scale

The percentage of responses for each attitude statement at each point on the Likert-type Scale is shown in Table 13. The findings indicate that the majority of responses are positive. Twenty-three items show a response ranges from 30.6% to 57.3% at the agree level. Of the other two items, item 5 shows the greatest positive response with 41.8% of respondents strongly agreeing. Item 23 shows the least positive response, a total of 47.8% at the disagree and strongly disagree points on the scale. The positivity or negativity of the total response at all points on the scale is illustrated in figure 7.

Percentage of Responses to the Semantic Differential Scale

The percentage of responses for each item at each point on the Semantic Differential Scale is shown in Table 14. The findings indicate that the majority of responses are positive. Five of the six items show a response range between 54.7% and 67.8% at the positive poles of the scale. Item 5, although showing a positive response of 39.7% to a negative response of 18.9%, shows a neutral response of 40.9%. The positivity or negativity of the total response is illustrated in figure 8.

Table 13

Percentage of Responses for Q1 to Q25 - Likert-type Scale*N=330

	SA	A	U	D	SD	N
Q1	9.1	34.2	18.8	23.0	14.8	330
Q2	34.8	40.0	13.3	7.9	3.3	328
Q3	9.4	30.6	25.5	21.8	5.5	306
Q4	17.8	39.1	19.7	19.7	10.0	329
Q5	41.8	41.2	7.0	6.4	3.3	329
Q6	27.3	49.7	11.8	7.3	3.6	329
Q7	29.4	36.1	20.6	6.4	7.3	329
Q8	18.2	57.3	10.6	7.9	5.5	328
Q9	12.4	36.4	16.7	21.8	11.8	327
Q10	31.8	48.5	9.1	7.3	2.7	330
Q11	12.7	43.6	20.3	15.5	7.6	329
Q12	12.1	42.4	20.0	17.3	7.9	329
Q13	15.5	40.9	22.7	13.0	7.6	329
Q14	13.9	39.4	15.2	18.8	12.4	329
Q15	11.8	32.1	16.7	27.6	10.5	326
Q16	19.4	41.2	12.4	16.7	9.7	328
Q17	9.7	53.9	19.4	10.3	6.4	329
Q18	28.8	49.1	11.8	5.8	4.2	329
Q19	18.8	44.2	17.6	14.8	3.9	330

Table 13 (continued)

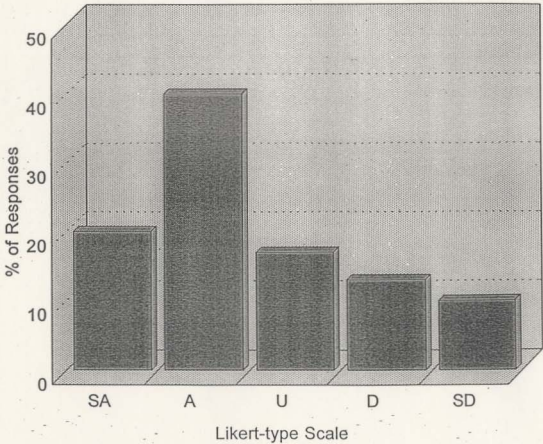
Q20	13.6	41.2	23.3	16.1	5.5	329
Q21	20.9	34.8	17.9	15.5	10.3	328
Q22	27.3	46.7	13.3	7.3	4.8	328
Q23	10.3	14.8	26.7	23.6	24.2	328
Q24	12.4	51.8	17.0	13.0	5.5	329
Q25	22.1	45.2	14.5	10.0	7.9	3292

SA = strongly agree, A = agree, U = undecided, D = disagree,
SD = strongly disagree

*Positivity is to the left.

Figure 7

Percentage of Responses for Q1 to Q25 - Likert-type Scale*
N=330



SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

*Positivity is to the left.

Table 14

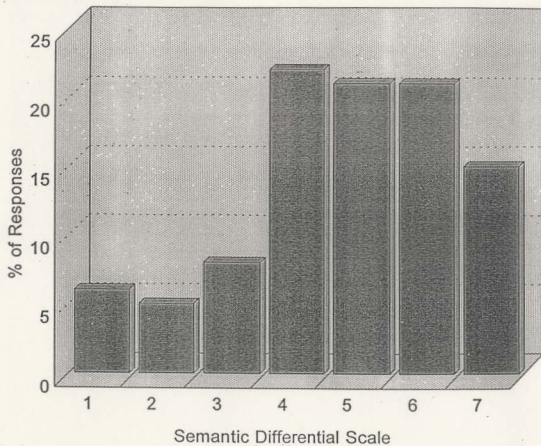
Percentage of Responses for Item 1 to Item 6
Semantic Differential Scale*
N=330

	1	2	3	4	5	6	7	N
Item 1	6.1	5.5	8.5	25.0	20.7	20.4	13.6	328
Item 2	5.5	4.2	8.5	17.3	26.1	24.2	13.9	329
Item 3	4.2	4.5	7.3	19.7	19.1	22.7	21.5	327
Item 4	4.2	5.5	6.7	20.0	24.2	23.6	14.8	327
Item 5	7.0	5.8	6.1	40.9	14.5	15.5	9.7	328
Item 6	6.4	5.5	6.4	13.6	23.9	22.4	21.5	329

*Positivity is to the right.

Figure 8

Percentage of Responses for Item 1 to Item 6
Semantic Differential Scale*
N=330



*Positivity is to the right.

Relationship between Mean Differences* and Significant Differences

The findings indicate a decrease in the mean differences for the three hypotheses on both attitude scales. Tables 1, 5, and 9 show the mean differences on the Likert Scale decreased from Hypothesis I (1.33) to Hypothesis II (.74) to Hypothesis III (.47). Tables 3, 7, and 11 show the mean differences on the Semantic Differential Scale decreased from Hypothesis I (2.73) to Hypothesis II (1.40) to Hypothesis III (.64). This decline in mean difference is illustrated in figure 9.

$$*X = \frac{\sum X_h}{n_i} - \frac{\sum X_L}{n_i}$$

X_d - mean difference

X_h - mean of highest positivity

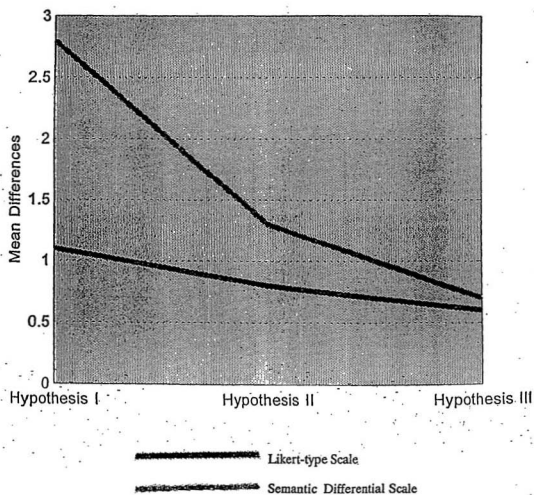
X_L - mean of lowest positivity

N_i - number of items

Note: X_h and X_L are "means of the means". Kirk (1984) p.74.

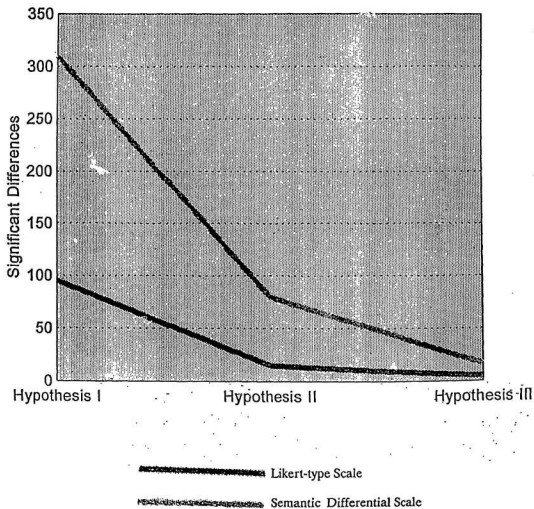
Figure 9

Mean Differences
N=330



This decrease in mean differences is reflected in the decrease in the number of significant differences. Tables 2, 6, and 10 show the significant differences on the Likert Scale decreased from Hypothesis I (308) to Hypothesis II (71) to Hypothesis III (28). Similarly tables 4, 8, and 12 show the significant differences on the Semantic Differential Scale decreased from Hypothesis I (93) to Hypothesis II (25) to Hypothesis III (4). This decline in the number of significant differences is illustrated in figure 10.

Figure 10

Significant DifferencesN=330

Summary and Conclusion

This chapter has analyzed the findings of a survey carried out in the Western Avalon School District. The purpose of the survey was to determine student attitude toward the Level I social studies course, Newfoundland Culture 1200. This analysis was based on three variables viz. school, school enrolment, and school type. The following statistical results were discussed: analysis of variance results for both the Likert-type Questionnaire and the Semantic Differential Scale; Student-Newman-Keuls Procedure to show differences between groups; supplemental findings. Tabular and graphic representation of the results have also been presented in the chapter.

The findings show statistically significant differences between groups for all three hypotheses. Based on these research results, the null hypotheses have been rejected and the alternative hypotheses have been accepted. In the next and final chapter the problem, methodology, and findings of the study will be summarized. Findings will be discussed, implications of the findings will be presented and recommendations for further research will be made.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND FURTHER RESEARCH

Introduction

This chapter has the following purposes. First, the problem, methodology, and results will be summarized. Second, the findings will be discussed in the context of previous research. Third, implications of the findings will be presented. Finally, recommendations for further research will be suggested.

Summary

Consistent with the findings of previous research, the author and other teachers of the Level I social studies course, Newfoundland Culture 1200 perceived a relatively negative student attitude toward the course. Since no previous study had been done regarding student attitudes toward the course, Newfoundland Culture 1200, this study was conducted to determine these attitudes.

The survey of student attitude toward the Level I social studies course, Newfoundland Culture 1200, was cross-sectional. The sample consisted of 330

Level I students in 11 schools throughout the Western Avalon School District. Two instruments were used, a 25-item Likert-type Questionnaire and a six-item Semantic Differential Scale. A one-way analysis of variance was used to determine whether the group means differed significantly from one another. The Student-Newman-Keuls Procedure was used to determine which group means differed significantly.

Statistically significant differences between groups on both instruments were found for all three hypotheses. Also the results indicate that the majority of responses on both scales are positive.

Discussion of the Findings

For Hypothesis I schools 4 and 10 show a much higher degree of positivity than the other schools. On the Likert Scale, the mean for school 4 ranges from 1.17 to 2.13. The mean for school 10 ranges from 1.37 to 2.30. In comparison the total mean is much higher, ranging from 1.88 to 3.37. Similarly on the Semantic Scale the mean for school 4 ranges from 6.30 to 6.61 while the school 10 mean ranges from 5.13 to 6.10. However, the total mean ranges from 4.36 to 5.01.

For Hypothesis II schools with enrolments of 0-199 show the most positive attitude. The mean ranges from 1.55 to 2.70 on the Likert Scale and from 5.38 to 5.98 on the Semantic Scale. The total mean ranges from 1.85 to 3.37 on the Likert Scale and from 4.36 to 5.01 on the Semantic Scale. The differences, however, are not as great as for Hypothesis I.

For Hypothesis III school-type 'other' shows the highest positivity. The mean ranges from 1.69 to 3.06 on the Likert Scale and from 4.42 to 5.37 on the Semantic Scale. The total mean ranges from 1.89 to 3.37 on the Likert Scale and from 4.36 to 5.01 on the Semantic Scale. The differences for this hypothesis, although significant, are less than those of the other hypotheses.

A review of the test items and the magnitude of response difference reveals several clues as to the determinants of the differences in attitude. One such determinant is enjoyment. Johnson (1979) suggested using enjoyable activities to obtain positive attitudes. Researchers of social studies attitude such as Inskeep et al. (1965), Pellegrini (1982) and Schug et al. (1984) have also noted the enjoyment factor. The results of this study reveal more significant F ratios for Likert-type items related to the enjoyment of Newfoundland Culture 1200 e.g. "Newfoundland Culture 1200 is something which is very enjoyable". The F ratio is high, varying from 10.58 for Hypothesis I to 13.92 for Hypothesis II to 8.74 for Hypothesis III. Similarly

on the Semantic Differential Scale the item, pleasant-unpleasant yields a more significant F ratio than the other items. The F ratio varies from 10.50 for Hypothesis I to 13.92 for Hypothesis II to 8.74 for Hypothesis III.

Importance or usefulness is another possible determinant of student attitude. Fernandez (1976) found that students believed that learning social studies would not be as useful or important for their careers as math or English. Other researchers into social studies attitude such as Farman et al. (1978), Fraser (1981), and Haladyna et al. (1982) have also noted this factor. Items related to importance in this study reveal low or less significant F ratios e.g. "Learning how our ancestors lived is important". The F ratio is low, ranging from 2.26 for Hypothesis I to 4.87 for Hypothesis II to 1.66 for Hypothesis III. On the Semantic Differential Scale the item, important-unimportant shows a less significant F ratio than the other items. The F ratios range from 5.11 for Hypothesis I to 7.37 for Hypothesis II to 1.75 for Hypothesis III.

Generally the findings of this study reveal a more positive response toward the Level I social studies course, Newfoundland Culture 1200 than has been previously reported for other social studies courses. Schools 4 and 10 show an exceptional positive attitude and the findings indicate that aspects of

the "hidden curriculum" such as enjoyment were influential in acquiring this attitude.

One exception to this positive response on the Likert scale is the attitude statement, "I am happier in Newfoundland Culture 1200 than in any other class". 48.7% of students responded negatively to this statement while only 25.1% responded positively. This negative response is consistent with the findings of previous research comparing attitudes toward the various subjects. Greenblatt (1962), Herman (1963), Inskeep (1965), Curry et al. (1965), McTeer et al. (1974), Haladyna et al. (1979), Fraser (1981), and Schug et al. (1984).

On the Semantic Differential Scale the response to feeling 5, ugly-beautiful, is notable not because of its positivity or negativity but because of its neutrality. 40.9% of responses were at the middle or neutral point of the scale. Maguire (1973) described such an item as being "inappropriate to the concept" (p.297).

Generally these findings reveal that student attitude in schools of the Western Avalon School District toward the social studies course, Newfoundland Culture 1200, is more positive than attitude toward other social studies courses. However, it also reveals a great disparity in attitude among district schools. Further examination of student response to various items

reveals possible reasons for this disparity. The student response and the reasons for it have important implications for social studies education.

Implications of the Findings

The findings of this study present two reasons for optimism. One is positive attitude exhibited by the majority of students in the survey. The other is the highly positive attitudes shown by students in two particular schools. However two other revelations temper this optimism. The first is that for many students the course is not enjoyable. Second a majority of students do not consider the course important.

The study of culture as an enjoyable activity builds positive attitudes. Furthermore, as Farman et al. (1978) suggest, "linking the subject matter to future personal development will increase its importance in the eyes of the student" (p.38). Selecting suitable activities and promoting the course is the teacher's responsibility and require an eclectic approach to teaching strategy. "Our effectiveness as teachers," according to Pellegrini (1982), "depends on how convincing a job of salespersonship we're able to do on the matter of why our students should bother to try to learn what it is that we have to teach" (p.14).

Recommendations for Further Research

The implications of the study for further research are:

1. This study should be replicated in two forms. One study should be conducted in a school district with a similar proportion of larger growth centres and smaller, semi-isolated communities eg. the Port au Port - St. Georges region. A second study should be carried out in a large urban centre such as St. John's. A three-way comparison of the results would make the findings of this study more meaningful.
2. The study should encourage researchers to investigate the underlying causes of student attitude toward Newfoundland Culture 1200 or any other course. Such a study could replicate the model as developed by Haladyna et al. (1982). This theoretical model identified key variables such as student, teacher and learning environment, which help shape student thinking about social studies (p.2).
3. This study should encourage future researchers to investigate factors that cause attitude differences in specific geographic regions. Through such research, courses can be modified or supplemented so as to make them more appealing to the student and more identifiable with a particular geographic area.

4. Finally this study should be replicated to investigate the influence on attitude of other variables such as teacher, gender, teaching method, etc.

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Appendix A: Likert Scale

Likert Scale: Newfoundland Culture 1200

Indicate how you feel toward each statement by placing an "X" in the box which best describes your feeling.

SA = Strongly Agree
D = Disagree.

A = Agree U = Undecided
SD = Strongly Disagree

SA	A	U	D	SD
----	---	---	---	----

--	--	--	--	--

1. Newfoundland Culture 1200 is fascinating and fun.

--	--	--	--	--

2. Learning about culture is useless.

--	--	--	--	--

3. I feel a definite positive reaction to Newfoundland Culture.

--	--	--	--	--

4. I would take Newfoundland Culture 1200 only if it were required.

--	--	--	--	--

5. Learning about the past is worthless.

--	--	--	--	--

6. Learning how our ancestors lived is important.

--	--	--	--	--

7. If a subject has to be dropped from the school program, Newfoundland Culture 1200 should be dropped.

--	--	--	--	--

8. Learning about the past is worthwhile.

SA = Strongly Agree
D = Disagree

A = Agree U = Undecided
SD = Strongly Disagree

--	--	--	--	--

9. I really like Newfoundland Culture 1200.

--	--	--	--	--

10. Learning how our ancestors lived is useless.

--	--	--	--	--

11. The feeling that I have toward Newfoundland Culture 1200 is good.

--	--	--	--	--

12. Learning about our ancestors is enjoyable.

--	--	--	--	--

13. Newfoundland Culture 1200 will be of no use to me in later life.

--	--	--	--	--

14. I really enjoy going to Newfoundland Culture 1200 classes.

--	--	--	--	--

15. Newfoundland Culture 1200 is something which is very enjoyable.

--	--	--	--	--

16. Learning how our ancestors lived is boring.

--	--	--	--	--

17. An understanding of Newfoundland political values and practices is useful.

--	--	--	--	--

18. learning about our culture is a waste of time.

--	--	--	--	--

SA = Strongly Agree
D = Disagree

A = Agree U = Undecided
SD = Strongly Disagree

--	--	--	--	--

19. When I hear the name Newfoundland Culture 1200, I have a feeling of dislike.

--	--	--	--	--

20. Learning about our culture would be fun.

--	--	--	--	--

21. Newfoundland Culture 1200 should be included in the program of every school.

--	--	--	--	--

22. Learning how our ancestors lived is worthless.

--	--	--	--	--

23. I am happier in Newfoundland Culture 1200 than in any other class.

--	--	--	--	--

24. Learning how our ancestors lived is useful.

--	--	--	--	--

25. Going to Newfoundland Culture 1200 class is a waste of time.

Appendix B: Semantic Differential Scale

Semantic Differential Scale for Measuring Attitude Towards Newfoundland Culture 1200.

Indicate your feelings about Newfoundland Culture 1200 by reading each pair of terms and checking an appropriate space.

- A centre space is for a neutral response.
- A response to the left of the centre space indicates agreement with the term on the left, and the further to the left the stronger the agreement with the term.
- A response to the right of the centre space indicates agreement with the term on the right, and the further to the right the stronger the agreement with the term.
- Answer once but only once for each pair of terms. Don't skip a pair!
- The responses should reflect your feelings, so don't worry about right or wrong answers.

Pleasant _____ Unpleasant

Bad _____ Good

Important _____ Unimportant

Meaningful _____ Meaningless

Ugly _____ Beautiful

Worthless _____ Valuable

Appendix C: Letter of Memorandum

Western Avalon Roman Catholic School Board

P. O. Box 100

Clarks Beach, Newfoundland

A0A 1W0

Telephone: (709) 786-0260
FAX: (709) 786-0262

Chairman: Dr. James Hearn
Superintendent: Mr. Nicholas F. Hurley

MEMORANDUM TO: All High School Principals
FROM: Nicholas F. Hurley, Superintendent of Education
DATE: August 27, 1992

=====
This memorandum grants approval for Mr. Clarence Power, Teacher at Laval High School, Placentia to conduct a survey involving Cultural Heritage 1200 to students in this school district.

Mr. Power will be contacting you in this regard and I ask your cooperation on his behalf.

NICHOLAS F. HURLEY
Superintendent of Education

NFH/ec



